DOCUMENT RESUME

ED 185 521 CS 005 385

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TITLE Jeremiah E. Burke High School Multicultural, Multiethnic Reading Skills Curriculum Guide.
INSTITUTION New England Teacher Corps Network, Portsmouth, N.H.
PUB DATE [78]
NOTE 109p.: A number of pages may be marginally legible.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Content Area Reading: Curriculum Guides: *Instructional Materials: *Multicultural Education: *Reading Instruction: *Reading Skills: Secondary Education: Social Studies

ABSTRACT

In designing this curriculum guide, the contributors drew materials from a variety of sources (social studies texts and reading workbooks) to help teachers develop student reading skills while indirectly exposing students to the customs, vocabularies, and histories of various ethnic groups and cultures. Activities are suggested for teaching word analysis skills, word meaning skills, comprehension skills, organizational skills, speed reading skills, study skills, real life reading skills, and newspaper reading skills. An answer key, a word frequency list, a test for quickly assessing reading ability, and materials on sustained silent reading are attached. (RL)

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JEREMIAH E. BURKE HIGH SCHOOL

MULTICULTURAL, MULTIETHNIC READING SKILLS CURRICULUM GUIDE

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MAY 1 1980

CS005385

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RATIONALE

Given the current emphasis on Basic Skills Instruction and Minimal Competency Testing, and given the multicultural, multiethnic composition of the Jeremiah E. Burke High School population, it was felt that a multiethnic, multicultural curriculum should be designed for reading skill instruction.

In designing this curriculum guide, the contributors drew materials from a variety of sources available at the Jeremiah E. Burke High School: social studies texts, reading workbooks and kits, etc. The focus throughout was on those materials having a multicultural, multiethnic flavor, in order to indicate how teachers using the guide could adapt and/or employ such materials in teaching reading skills while indirectly exposing students to the customs, vocabularies and histories of the groups portrayed in the selections.

It is hoped that the format and content of this curriculum guide will benefit the students by helping them develop competencies in the skill sequence and an enhanced awareness and appreciation of the values of the various cultural and ethnic groups about whom they read and with whom they are in daily contact.

JEREMIAH E. BURKE HIGH SCHOOL

Skill Sequence for use in Developmental Reading Program

It is hoped that students will develop competency in the following skills by the end of two years in the Developmental Reading Program.

WORD ANALYSIS SKILLS
- Structural Analysis
  - Identification of roots, prefixes and suffixes
  - Identification of compound words
  - Syllabication

WORD MEANING SKILLS
- Specific Word Meanings
  - Use in Context
  - Structural Analysis
    - Use through modification by prefixes and suffixes
    - Use through interpretation from roots
  - Study of word origins
  - Study of synonyms, antonyms, homonyms
  - Multiple Word Meanings

COMPREHENSION SKILLS
- Sentence Meaning
- Classification
- Reading for the Topic
- Reading for the Topic Sentence
- Reading to Detect Major Patterns of Paragraph Organization
- Reading to Find Signals
- Reading for the Main Idea
- Reading for Details
- Reading to Draw Conclusions
- Reading to Draw Inferences
- Reading to Distinguish between Fact and Opinion

ORGANIZATIONAL SKILLS
- Outlining
  - Paraphrasing
  - Recognition of main ideas and details (first, with two levels)
  - Supplying details with topic given
  - Supplying topic with details given
  - Filling in "skeleton" form
  - Development of outline with no aids given
- Summarizing
- Notetaking

RATE OF READING SKILLS
- Skimming
- Adapting rate to the type of reading material
- Adapting rate to the purpose for reading

Skill Sequence for use in Developmental Reading Program (Cont.)

STUDY SKILLS
- Follow Directions
- SQ3R
- Location of Information
  - Dictionary
  - Almanacs
  - Maps, charts, graphs

NEWSPAPER SKILLS

REAL-LIFE READING SKILLS

DEFINITION OF TERMS

Word Analysis Skills

Structural Analysis - A method of decoding in which prefixes, suffixes, roots, compounds, and syllables are separated and analyzed.

Specific Word Meanings

Vocabulary is taught through instruction in the following skills:
Context (use of surrounding words or sentences to determine word meaning)
Structural Analysis (process of analyzing words to determine meaning
Word Origins (history of words)
Synonyms (similar meanings)
Homonyms (words that sound the same, but have different meanings)
Antonyms (opposite meanings)
Multiple word meanings (words with more than one meaning, depending on usage)

Sentence Meaning - Answering "who" and "what" questions about sentences.

Classification - Arrangement of related words and phrases into groups, sorting and arrangement of ideas into main and subtopics, identification of major topics of lists of related items.

Reading for the Topic - A paragraph is a group of related sentences covering one specific topic. The topic of a paragraph is the subject of the paragraph. Students should be taught to select the correct topic, as opposed to one which is too specific or too broad.

Reading for the Topic Sentence - The topic sentence is that sentence (or those sentences) which tells you what the paragraph is about; it is the key sentence and may be found in a variety of places in the paragraph: first sentence, first two sentences, middle sentence, last sentence, or first and last sentences.

Reading to Detect Major Patterns of Organization - Most paragraphs are organized into the following patterns:
List or Enumeration
Sequence (series in order)
Time Order or Chronology (relationship in time)
Comparison/Contrast (similarities or differences)
Climax (rank order)
Cause and Effect

Signals - Clue words which indicate the direction of thought. These words are related to the patterns of organization.

Main Idea - The central thought of a paragraph or series of paragraphs.

Details - Sentences in a paragraph which support or explain the main idea.

Drawing Conclusions - Developing new mearing or a new point of view from the facts given. Students should be taught to beware of outdated evidence, lack of sufficient evidence, irrelevant facts used as evidence, erroneous evidence.

Drawing Inferances - Reading "between the lines".

Fact and Opinion - Objective material (based on research data, statistics, etc.) as opposed to subjective material (generalities, based on writer's personal viewpoint with no data support).

Outlining - In teaching outlining, the following skills should be taught:

Paraphrasing - Restatement in shorter form
Summarizing - Concise restatement of content

Notetaking - "Select major from minor points, decide what is worth recording, consider the relation of one idea to another, and rephrase the author's idea into a condensed but accurate restatement in one's own words." (from: How to Increase Reading Ability, Fifth Edition, Albert J. Harris, p. 438)

Rate of Reading Skills - Students must understand that rate is important only in relation to the degree of comprehension obtained. The following skills should be taught:

Skimming - Rapid reading for specific information
Adapting rate to the tope of reading materials and to the purpose for reading.

Study Skills - The following skills should be taught as part of a Developmental Reading Program:

SQ3R - A method of textbook study, developed by Francis P. Robinson, which involves:

Surveying or Previewing the introduction, main headings, graphic aids and summary

Turning readings into Questions

Reading to find answers to questions

Reciting questions and answers

Reviewing questions and answers at spaced intervals for retention.

Location of Information - There are various sources of information. In order to help students become independent learners, teachers should give instruction in what these sources are and in how to use them properly.

COMMON PREFIXES, MEANINGS AND EXAMPLES

ab-	away from	absent
ad-	to or toward	advance
ante-	before	anteroom
anti-	against	antisocial
circum-	around	circumvent
con-	together or with	connect
de-	down from	descend
dis-	apart	disconnect
ex-	out of	expel
in-	not	invisible
in-	in or into	invade
inter-	between	interfere
intra-, intro-,	within	intramural, introduce
mis-	bad, badly, wrong, wrongly	misunderstand
per-	through	pervade
post-	after	postscript
pre-	before	preamble
pro-	for or forward	progress
re-	back or again	return, reply
se-	aside	segregate
sub-	under	subway
super-	over or above	supervise, superior
trans-	across	transport
un-	not	unwelcome
uni-	one	unicycle
bi-	two	bicycle
tri-	three	tricycle

COMMON SUFFIXES, MEANING AND EXAMPLES

-able	capable of being	readable
-al	like or suitable for	comical
-ant (noun)	person who	occupant
-ant, ent (adjective)	state of being	defiant, prominent
-ence	state or quality	permanence
-ful	full of	thoughtful
-ible	capable of being	legible
-ic	of or characteristic of	symbolic
-ion	state of being	confusion
-ish	somewhat, full of	selfish
-ism	state of being	heroism
-ive	relating to	massive
-ous	abounding in	famous
-ty	state or condition	liberty

RECOGNIZING ROOT WORDS

A root or base word is a word from which other words are formed either by adding parts in front of it or at the end. To find the root word, you simply remove all the parts that have been added.

Suggested Teaching Activities:

1. Which of the following are root words only without any other parts added? Circle them:

1.	festival	7.	rite
2.	custom	8.	heritage
3.	transcontinental	9.	work
4.	imported	10.	deploy
5.	preserve	11.	honor
6.	peace	12.	symbokic

2. For each word below, find the root and circle it. The first one is done for you.

1.	(guard)ian	7.	nineteenth
2.	strengthening	8.	poetic
3.	procession	9.	acupuncture
4.	parental	10.	originally
5.	settlement	11.	equality
6.	international	12.	friendly

3. You should be able to recognize the root work even though the spelling is changed when the ending is added. On the blank, write the root for each word.

1.	separation	_____	6.	fortification	_____
2.	communal	_____	7.	denied	_____
3.	primarily	_____	8.	segregation	_____
4.	colonies	_____	9.	conceivable	_____
5.	continuous	_____	10.	unified	_____

WORD ANALYSIS

Suggested Teaching Activities:

A word part that is added to the beginning of a word to form a new word is called a prefix.

Circle the prefixes in the following words:

1. prevail
2. abnormal
3. anticlimax
4. conform
5. predict
6. unfair
7. impose
8. distrust
9. circumvent
10. expel
11. transplant
12. reject
13. depend
14. proclaim

Letters added at the end of a word are called suffixes. Suffixes change the function of the word.

Circle the suffixes in the words below:

1. editorial
2. dominate
3. heroic
4. accomplishment
5. realism
6. destiny
7. ethnical
8. legality
9. tolerance
10. advantageous
11. plentiful
12. migration
13. controversial
14. instinctive

Underline the prefix and suffix in each word below and circle the root word:

1. dishonorable
2. explosion
3. perceptive
4. impersonal
5. revision
6. immigration
7. unethical
8. unfortunate
9. protective
10. dependable
11. interracial
12. inclusion
13. convention
14. uniformity

COMPOUND WORDS

A compound word is formed by combining two or more words. Begin with words that keep the basic meaning of each word making up the compound. Later lessons may deal with compound words which have meanings with little to do with the meaning of the two words combined.

Suggested Teaching Activities:

Exercise 1

Divide the following words into two separate words:

coastline

mainland

craftsman

slaveholder

vineyard

waterfront

Exercise 2

Each word in column 1 can be placed with a word in column 2 to make a compound word. The first one is done for you.

(1)	(2)	(3)
head	hold	headman
battle	standing	
over	ground	
world	seer	
safe	man	
out	wide	
back	comer	
new	field	
house	owner	
land	guard	

Exercise 3

Use each of the words in Exercise 2 in a sentence, to show that you understand the meanings of the words.

SIX RULES FOR DIVIDING WORDS INTO SYLLABLES

(From Word Attack, A Way to Better Reading, Clyde Roberts, Harcourt Brace Jovanovich, Inc. 1956)

1. When there are two consonants between two vowels, syllable division is generally between the two consonants. (ex. hel-lo)

2. When there is one consonant between two vowels, syllable division is usually before the consonant. (ex. be-low)

3. Words that end in "le" preceded by a consonant are divided before this preceding consonant. (ex. tur-tle) *Exception - the "pickle" group: tickle, tackle, shackle. ex. pick-le)

4. When "ed" is added to a word that ends in a "t" or "d" sound, the "ed" is a separate syllable. (ex. test-ed, bond-ed) When "ed" is added to a word that does not end in a "t" or "d" sound, "ed" is not a separate syllable. (ex. walked)

5. Generally, the division of a word into syllables is not changed by the addition of a suffix.

6. Certain letter combinations are so close that they cannot be separated in dividing words into syllables, i. e.,

oi-oy	gh
ou-ow	ph
au-aw	sh
ei	th
ie	wh
eu	ng
ew	qu
ch	
chr	

SYLLABICATION

Each syllable of a word contains a sounded vowel (a vowel that can be heard).

Suggested Teaching Activities:

Exercise I

Count the number of vowels you see, the number of vowels you hear, and the number of syllables in the following words. The first one is done for you.

WORD	NUMBER OF VOWELS YOU SEE	NUMBER OF VOWELS YOU HEAR	NUMBER OF SYLLABLES
1. Greek	2	1	1
2. Chinese			
3. Polish			
4. German			
5. Japanese			
6. Irish			
7. French			
8. Black			
9. Italian			
10. African			
11. Vietnamese			

SYLLABICATION

Exercise 2

Suggested Lesson: "Dorchester Haiku"

Haiku is a Japanese form of poetry writing, about nature, which has five syllables in the first line, seven syllables in the second, and five syllables in the third and last line.

Brainstorm with students for a list of words which reflect images of Dorchester (see the following suggestions). Use these words (or any words which have a multicultural, multiethnic flavor) to write a class Haiku and then individual Haikus.

Example:

Jeremiah Burke
Has many kinds of students.
All learn together

Lower Mills
University of Massachusetts
Ashmont
J.F.K. Library
Clam Point
Boston Public Schools
Cedar Grove
Wainwright Park
Shawmut
Spanish
Black
White
Franklin Field
Portuguese
Mattapan
Jewish
Violet Street
Mel King
Wellington Hill
Holmes Junior High School
Jones Hill
Dorchester High
Columbia
Savin Hill
Burke High
Irish
Edward Everett Square
Catholic
Quincy-Geneva
Virginia-Monadnock
triple-decker
neighborhood
Washington Street
Fields Corner
Codman Square
busing
desegregation
Blue Hill Avenue

Exercise 3

Directions:

Using the six rules, syllabicate all underlined words in the following:

America - Land of Immigrants
(Xerox Publications)

Even the Indians were immigrants to America. They got here first - sometime between 50,000 and 13,000 B.C.

After that, all the rest of us came along - English, Scotch, African, Irish, Mediterranean, Slavic, European, Oriental. The list goes on and on.

From the beginning, the vast rich land seemed to swallow the newcomers with no ill effects. Plenty of crops and wildlife were here. Space stretched out in all directions. There was room for differing religions and political ideas.

The early settlers learned to take care of themselves. And their example, passed along to those who followed, helped to build a whole new type of people. American immigrant groups might have kept strong ties with the country they came from - they might have used the old language - they might have hung onto old ways and religions.

But they became more like each other, year by year. And their sons and daughters grew into independent, native Americans.

Today our people are still varied. But they are more alike than they are different. So we have a nation that holds in one piece.

The first big wave of immigrants brought English, German, and Irish laborers through the 1830's and 1940's. The second, made up mostly of Englishmen, Scandinavians, and Germans - reached its peak in 1882. A third wave, of mixed nationalities, was speeding in when the flow was checked by World War I.

Since then the inflow has gone on, although not at so fast a pace.
What has this mighty surge of people done to America - and to the world? Without it, you and I would not live as we do. For every part of the nation-every bit of its industry and culture - has felt the hand of the immigrant.

SPECIFIC WORD MEANINGS

There are several types of context clues that can help you discover the meaning of an unfamiliar word. The most common context clues are:

* Definition or Restatement (use of commas, parentheses, "means," "that is," "such as," etc.)
* Comparison (use of "or," "as," etc.)
* Contrast (use of "unlike," "not," etc.)

Definition or Restatement (Examples)"

1. Benjamin Banneker's interest in mathematics led him to prepare an almanac, a book containing the hours of sunrise and sunset, a tide table, and weather forecasts.
2. Slow sad songs that are played or sung in a low key are called blues.

Comparison (Examples):

1. Frederick Douglass supported a national system of education and a national franchise, or the right to vote for all.
2. Depending on geographic circumstances, Native First People build homes of different or diverse materials.

Contrast (Examples):

1. The United States was the first country where the practice of Judaism was voluntary, not forced by governmental decree.
2. Europeans were considered foreigners, not indigenous people, by the Native Americans.

Suggested Teaching Activity:

In the following paragraphs, define the underlined words, using one of the context clues described earlier:

- 1 -

In Southeast Asia, in the country, an outrigger is frequently found near the front door of each home. This is a boat made from a hollowed-out tree trunk. Where there is wind, a sail is used. Where there is no wind, the outrigger must be rowed. This is the method of transportation in the country. But in the city, where the streets are canals called klongs, there are thousands of sampans. These are like canoes and are the "automobiles" of the klongs.

- 2 -

In the Caribbean Countries, cockfighting is a sport that is very popular. It is played with two gamecock (a special kind of rooster) which are specially bred for fighting. The birds have a sharp spur, or claw, on each leg. When the signal is given, the birds are released. They fly at each other and strike ferociously, not calmly, until one of the birds is dead.

QUESTIONS FOR PARAGRAPH 1

1. What is an outrigger?
2. What is another name for a canal?
3. What are the "automobiles" of the city in Southeast Asia?

QUESTIONS FOR PARAGRAPH 2

1. What is cockfighting?
2. What is the special kind of rooster mentioned?
3. What is a spur?
4. What does "ferociously" mean?

WORD MEANING

Structural Analysis

The addition of a prefix, suffix, or both will change the meaning of the word.

EXAMPLE:

1. marine (relating to water) — submarine (below water)
2. love — lovable (capable of being loved)

Suggested Teacher Activities

Instead of a prefix, each of the following roots has the meaning of a prefix in front of it. REWRITE each word, changing the prefix meaning into the prefix, using the list of Common Prefixes presented in this guide.

EXAMPLE: notlucky - unlucky

1. wrongbehave
2. belowhuman
3. notknown
4. abovehuman
5. beforepaid
6. notwelcome
7. againstsocial
8. beforemeditate

Give the meaning of the word with and without the suffix, to show how the suffix changes the meaning of the word.

1. equal — equality
2. grace — graceful
3. Orient — Oriental
4. emigrate — emigration
5. history — historic
6. inhabit — inhabitant
7. colony — colonialism
8. like — likable

INTERPRETATION FROM ROOTS

Instruction in the meaning of the more common roots will help students define new words.

Some Common Roots and Meanings

tele	far
dent	tooth
port	carry
mit, mis	send or let go
script, scrib	write
ped	foot
man, manu	hand
mort	death
cide	kill
vert, vers	turn

Suggested Teaching Activities:

1. Directions:

Use the meanings of the root words to help you define the underlined words. You may also use the dictionary.

1. The new dentifrice made Tony's grandmother's teeth much brighter.
2. Sean used a telephoto lens on his camera during his trip to Ireland.
3. Indians can manipulate their canoes easily through rapids.
4. After the Civil War, there was a proscription against slavery.
5. Sue averted her eyes from the accident.

2. Directions:

Complete each sentence with a word from the following list (use the list of root words and meanings to help you).

transmit
germicide
portfolio
pedometer
mortuary

1. Frank's parents used a _____ to measure the distance they walked during their tour of Boston.
2. An artist carries samples of his work in a _____.
3. A nurse will frequently spray a hospital with a _____.
4. It is now a common occurrence to _____ messages from one country to another.
5. A funeral home is another name for a _____.

Word Origins

Suggested Teaching Activity:

1. Ostracize (verb) - Ostrakon is a Greek word meaning "shell" or "potsherd". From this, we get the English word "ostracize", meaning "to ban", or "to exclude from a group by popular consent." In ancient Athens a citizen could be banished by popular vote of other citizens. The voting was done by dropping pottery fragments, or potsherds, into an urn. Each potsherd bore the name of a person the voter wished to have banished. The person whose name appeared on the greatest number of potsherds was sent away from the city, or ostracized.

2. Acronym (noun) - derived from the Greek akros (highest, extreme, end) and onyma (name). Acronyms are words formed from the first letters of several words. RADAR, for example, is formed from Radio Detecting And Ranging. Other well known acronyms are: CORE (Congress of Racial Equality), WHO (World Health Organization), and NASA (National Aeronautics and Space Administration).

3. Holocaust (noun) - means "complete destruction by fire." The Greek holos (whole) and kaustos (burned) are the elements from which the English word is derived. Originally, it meant a sacrificial offering, the whole of which was consumed by fire.

4. Quixotic (adjective) - Don Quixote was the impractical, idealistic hero of the novel written by Cervantes in the 17th Century. Appalled by the poverty, starvation, and injustice that he saw all around him, Cervantes created Don Quixote to satirize a society that had no ideals, no gallantry, no honor. Thus, into our language comes the word "quixotic", meaning "impractically idealistic or foolishly chivalrous."

5. Sabbath (noun) - The Hebrew verb shabeth means "to cease from or rest." Today, "Sabbath" means the day on which we cease doing routine activities. The Sabbath of the Jews and the Seventh Day Adventists is the seventh day of the week, or our calendar Saturday. For most Christian churches, Sunday, technically the first day of the week, is regarded as the Sabbath.

6. Sputnik (noun) - A Russian word coined as a new name for a man-made satellite, "sputnik" is a combination of so (with) and put (path), and means literally, "traveling companion."

Select the word or phrase that best completes the following sentences:

1. Sputnik, which was launched by the Russians, was
   (a) a type of dessert (b) a satellite (c) a bomb
   (d) a rite (e) none of these.

2. To ostracize a person is to (a) honor him (b) ridicule him
   (c) banish him (d) injure him (e) imitate him.

3. A holocaust is (a) complete destruction by fire (b) a whole cause (c) a corpse full of holes (d) a predicament (e) a bankruptcy.

4. Sabbath is a word for (a) every seventh year (b) a place of worship (c) a book of scriptures (d) a day of rest occurring once a week (e) a feast lasting seven days.

5. An acronym is (a) a word formed from the first letters of several words (b) a pen name (c) a word used as a synonym for another word (d) a word used to exaggerate (e) a word used as an antonym for another word.

6. A quixotic person is (a) retarded (b) hasty (c) very practical (d) impractically idealistic (e) none of these.

(Paternoster and Frager, Three Dimensions of Vocabulary Growth, Amsco, N. Y., 1971)

Suggested teaching activities for working with synonyms, homonyms, and antonyms:

Directions:

1. Match the word in column A with a synonym in column B

A	B
alien	isolate
prominent	foreign
impasse	notable
segregate	deadlock

2. A series of words follows the sentence below. For each word underlined, circle the words which are synonyms.

   1. His method of punishment were very severe. (harsh, frightening, strict, understanding, stern, fair, gentle)

3. Substitute a synonym for the underlined word in each sentence.

   1. She is a prominent woman of science.
   2. Under questioning the spy concealed all the secret information

4. Choose the word in parentheses that best completes each sentence and write it in the blank.

   1. The Indians said that was the largest_____of buffalo in the United States. (herd - heard)
   2. The _____ practice followed by the school_____ is "fairness to all students". (principal - principle)

5. Use an antonym for the underlined word to change the meaning of the sentence:

   1. John Kennedy favored the withdrawal of United States troops from Viet Nam.

6. Use your dictionary to find a synonym and antonym for each word listed below:

	synonym	antonym
ally	_____	_____
seize	_____	_____
liberation	_____	_____

7. A series of three words follows each entry word given below. On the blank in front of each word write "S" if it is a synonym, "A" if it is an antonym, "H" if it is a homonym, or "N" if it is none of these.

1. straight	_____curved	_____ strait	_____narrow
2. alien	_____citizen	_____ foreigner	_____companion
3. cash	_____currency	_____ cache	_____money
4. peace	_____noise	_____ quiet	_____piece
5. advocate	_____favor	_____ oppose	_____immigrate

Muitiple Meanings

Some words have more than one meaning. The meaning of the word must be determined by its use in a sentence

The following words are taken from a student-prepared slang dictionary.

Example:

Did he cop that coat?
He had been a cop for twenty years.

Suggested Teaching Activity:

EXERCISE I

Directions:

Circle the letter in front of the word or words which best express the meaning of the underlined word.

1. There's a great fox living next door to me.

(a) wild furry animal
(b) sly, crafty person
(c) a nice-looking girl

2. I don't want to go out with him because he is such a scrub.

(a) player who is not on regular team
(b) loser
(c) low stunted plant

3. Vicki wouldn't hang last night and it wasn't any fun.

(a) die by choking
(b) be suspended in air
(c) go out or do things

4. The girl was going to the store by herself and she jelled.

(a) messed up
(b) became like jelly, quivered, shook
(c) made everything clear or understood

5. He is too lame to do anything with us.

(a) crippled
(b) poor or weak
(c) square, conventional, conservative

6. I don't put goobers in my piggy bank.

(a) pennies
(b) peanuts
(c) candy

7. I saw a cold-blooded brim today in the store.

(a) overflow
(b) hat
(c) edge or top

8. The young brother had better be careful or he'll get into trouble.

(a) person of same race
(b) male sibling
(c) member of religious order

9. He went cruising the other night down Washington Street.

(a) looking for a girlfriend
(b) sailing
(c) driving

10. My crib is on Holmes Avenue.

(a) baby's bed
(b) cheat sheet
(c) house

EXERCISE 2

Directions:
The following words have multiple meanings. Write at least two sentences with each word using it in a different context.

1. butt
2. cold
3. chick
4. game
5. heavy
6. key
7. kill
8. sides
9. turkey
10. vines

Sentence Meaning - "Who" and "What"

Instruction in this skill will help students begin to understand main ideas and details in paragraphs.

Suggested Teaching Activity:

Directions:

Read the following sentences and answer the questions about them.

1. The ancient Chinese called the Takla Makan Desert "the land of the flowing sand."

   What was called "the land of the flowing sand"?

2. Ferdinand Magellan found the Pacific Ocean to be smooth and calm, compared to the stormy Atlantic.

   Who found the Pacific Ocean to be smooth and calm?

3. Prince Vladimir converted to Christianity and made Eastern Orthodox Christianity the state religion of all the Russian principalities.

   What did Prince Vladimir do?

4. The people of Germany, Greece, and Italy, as well as England, and many other countries, help make up the population of Australia.

   Who makes up the population of Australia?

Classification

SORTING AND ARRANGEMENT OF IDEAS INTO MAIN AND SUBTOPICS

Suggested Teaching Activity:

The list of words in this exercise includes the two main topics, as well as the subtopics. Write these main topics and subtopics in the outline given.

Betsy Ross, Martin L. King, Famous Men, Winston Churchill, Clara Barton, Crispus Attucks, Alfred Nobel, Famous Women, Sojourner Truth, Indira Gandhi, Adolph Hitler, Elizabeth Freeman

I. _____ II. _____

A. _____ A. _____

B. _____ B. _____

C. _____ C. _____

D. _____ D. _____

E. _____ E. _____

IDENTIFICATION OF MAJOR TOPICS OF LISTS OF RELATED ITEMS

Suggested Teaching Activity:

The list of words in this exercise can be separated into two main groups. Over each group write a main topic.

Billy J. King, Jesse Owens, Glenn Cunningham, Chris Evert, Valerie Brumel, Martina Navritalova, Bill Rodgers, Evonne Goolagong-Cawley

I. _____ II. _____

A. _____ A. _____

B. _____ B. _____

C. _____ C. _____

D. _____ D. _____

Classification

ARRANGEMENT OF RELATED WORDS AND PHRASES INTO GROUPS

Suggested Teaching Activity:

1. Discard one item that does not belong and supply a title for the remaining words.

    a. China, Canada, London, Ethiopia, Venezuela

    b. Miami, Chicago, Boston, Moscow, Dallas

    c. grits, borscht, lasagna, leather, poi, teriyaki

READING FOR THE TOPIC

Suggested Teaching Activity:

The topic of the paragraph is the subject of the paragraph. In the following paragraphs, select the correct topic, the topic that is too broad, and the topic that is too narrow.

Exercise I. -1-

Women played an important part in Colonial America by spending their days in the homes providing their families with necessities. Cloth was made from wool and flax by spinning and weaving. Soap and candles were caredully made and stored for time of need. During the summer months, as crops were gathered in, long hours were spent in preparing them for storage for the long winter months ahead.

_____1. Materials Made by Women

_____2. How Women Assisted in Work in Colonial America

_____3. Role of Women in Colonial America

(Thirty Lessons in Outlining, Advanced, Curriculum Associates, Inc.)

-2-

The Indian Chief, Massasoit, and his tribe brought Indian corn to the Pilgrims in Plymouth colony. They taught the Pilgrims how to pound the corn into meal and cook it. When spring came, the Indians gave the settlers seed corn and showed them how to plant and care for it. After the grain was ripe, they showed the farmers how to garner their corn and how to husk and shell it for use. Thus, corn became a staple of the Pilgrim diet.

_____1. Indian methods of harvesting corn

_____2. Food in the Plymouth colony

_____3. Corn became important food for Pilgrims

(Study Exercises for Developing Reading Skills, Laidlaw Brothers)

-3-

When he was twelve years old, Stevie Wonder made three single records. None was a good seller. But just before his thirteenth birthday, Stevie recorded a "live" album called the The 12-Year Old Genius. "Fingertips, Part 2" was picked as a single from the album. Both the album and the single became number-one hits. It was rare indeed for a live single to be a hit, especially by an unknown artist.

_____1. Stevie Wonder's First hit.

_____2. "Fingertips, Part 2" was a single record.

_____3. The Amazing Stevie Wonder

(Superstars of Soul, Steck-Vaughn Company)

READING FOR THE TOPIC SENTENCE

The topic sentence is that sentence (or those sentences) which tells you what the paragraph is about; it is the key sentence and may be found in a variety of places in the paragraph: first sentence, first two sentences, middle sentence, last sentence, or first and last sentences.

Example (first sentence)

Jews represent the same socioeconomic spectrum as other Americans. They have their rich and their poor -- the latter particularly among the elderly and most recent immigrants. Jewish communities maintain networks of social service agencies. Their members belong to various political parties, professions, and civic and philanthropic organizations and are highly represented in the arts and professions.

Example (middle sentence)

San Francisco Chinatown is a ghetto. The external factors causing the inhabitants to remain in one area are the same as those usually found in any similar situation: protective restrictions in other areas (illegal, but still present) and scarcity of low-cost housing. In addition to the external factors, however, there have been strong internal influences which have held the Chinese people together. These influences include such factors as language and culture. These factors are perhaps far stronger among the Chinese than among other groups.
(Adapted from Timed Readings, Level 8, Jamestown Publishers, R. I.)

Example (last sentence)

During the slavery era, in a typical African family newly arrived in America, the mother might be sold to a Virginia slaveholder, the father to a Georgia slave buyer, and the children to other colonies. Families were rarely reunited; blacks were even forbidden to marry. These Afro-Americans, representing many different peoples, regions, cultures, traditions, and types, were the only group in America legally deprived of culture and family heritage.

Example (first and last sentence)

Maurice White has always wanted to help his group, "Earth, Wind, and Fire," and his own people. One project he has in mind is to help guide blacks toward a better image of themselves. Maurice also wants to build a studio in Los Angeles. He hopes it will help teach black artists about producing records. They will also be able to learn songwriting and business skills. Maurice White's dream of helping his people seem to have come true.
(Adapted from Superstars of Soul, Steck-Vaughn Company, Texas)

Suggested Teaching Activity:

Exercise I.

Find the topic sentence in each of the following paragraphs.

(1)

Although their societies differed in details, the cultures of the Original Settlers had many similar features. Land and personal property were owned in common. Bows and arrows, pots, baskets, and other utensils were constructed from materials such as stone, wood, clay, bone, and horn. Many groups communicated by means of hand signs, stick and stone signs, and smoke signals. Each had its religion--a belief in the spirit world in which nature and animals played a prominent part.

(2)

Almost one out of every three of the world's people lives in East Asia. Yet this region has only a very small part, about eight percent, of the world's land. In addition, East Asians have not settled in equal numbers throughout the area. Most of them live in China and Japan. As a result, these are two of the most crowded countries in the world.

(The People of East Asia, William H. Sadlier, Inc., N. Y.)

(3)

A large part of Eastern Europe is landlocked. This fact makes it difficult for Eastern Europe to trade with other areas of the world. It also means that long ago the people of Eastern Europe did not get to know other culture groups very well. The people who settled Eastern Europe did not borrow customs or exchange ideas with other culture areas. They did not try other ways of life. They had little to do with seafaring peoples. The culture of the peoples of Eastern Europe is mainly a land culture.

(The People of Eastern Europe, William H. Sadlier, Inc., N. Y.)

(4)

The flea market at Porta Portese is the most famous of the Roman markets. Here, on Sunday mornings, vendors come and set up their displays, their barrows, their awnings. The merchandise displayed is staggering in quantity and variety. Hawkers cry their wares in shrill voices. This market is Rome's best known, but it is only one of several markets the tourist should not miss. In another section of the city, mornings only, there is a small market where old brasses and prints are sold; another where only flowers are displayed; a third for fresh fruit. And during the Christmas season there is a market at Piazza Navona for gifts, decorations, and traditional Christmas food.

(Adapted from Better Work Habits, Scott, Foresman and Co., Ill.)

PATTERNS OF PARAGRAPH ORGANIZATION

Ideas are often arranged in patterns. In fact, all good writing has some kind of design or pattern. If students recognize this pattern and use it, they will have an easier time remembering what they read and hear.

Five common patterns are: time order, comparison-contrast, cause-effect, simple listing and climax.

Examples:

Time Order:

In 1608, the first skilled workmen came from Poland to the English colony of Jamestown. A few years later, they were the first group to strike and were successful in winning the right to vote. In the 1870's 35,000 Polish people immigrated to the United States. By 1920 there were three million Poles in the United States.

Comparision-Contrast:

Originally slaves were required to attend church - in white churches. Before and after the Revolution while slavery was still legal, blacks had to sit in the restricted areas. The black worshipers could not see the preacher and the white congregation could not see them. After slavery was abolished, however, blacks were allowed to sit with white and, later, to worship in their own churches.

Cause and Effect:

A language barrier and lack of money caused most Italian immigrants to settle near their port of entry. In the eastern metropolitan area they created a vast network of truck farms which soon spread from New England to Florida. Eventually they spread up and down the Wast Coast. Factory jobs in New York and Boston attracted many. Italians in the United States are not only an urban people, they favor the larger cities overwhelmingly.

Simple Listing:

There were many reasons for the migration of Mexicans to the United States between the years 1910 and 1920. Some of these were: 1) the Mexican revolt in Mexico, 2) poverty in Mexico, and 3) the need for workers in the United States. Working conditions for these people were very bad; they were poorly paid and mistreated.

Climax:

Martin Luther King, Jr., is remembered for his statement, "I have a dream." His dream was to insure equal rights for every citizen of the United States, regardless of their color, religion, or ethnic origin. Martin Luther King, Jr., led all Americans in their struggle against discrimination. His greatest contribution was as a leader in gaining human rights for all people.

Suggested Teaching Activity:

Exercise I

Read the following paragraphs and identify the pattern the author used:

1. Dorchester has been home to many famous Americans. The patriarch of the Mathers in Colonial times and three Harvard University presidents came from Dorchester. In addition, Suffragette Lucy Stone lived on Pope's Hill, and statesman and orator Edward Everett was born near the square that now bears his name. Other more recent Dorchesterites include: Speaker of the House John McCormack, historians Theodore H. White, Francis Russell and Thadeus Mason Harris, Rose Kennedy, Ray Bolger, Leonard Nimoy, Norm Crosby and Donna Summer.

2. Much of Dorchester's "image problem" is rooted in the fact that it is so large, both geographically and demographically. Because it comprises nearly half of Boston in area, it is home to more than one-fourth of the city's population. As a result, in the public mind, what happens anywhere in Dorchester happens everywhere.

3. Not all of Dorchester has the same problems attributed to the area as a whole. Some sectors of Dorchester have a crime problem, however, all sectors of Dorchester are not living in fear. Some neighborhoods of Dorchester are becoming "gentrified," causing older residents to feel economic pressure. Racial problems persist in some sections of Dorchester, but other neighborhoods have been peacefully integrated.

4. In about 1880, the Morton Street area was developed, and by 1910 the large farms and estates were being sold to building companies. Following World War I, there was an influx of Jews, and by 1930 Mattapan had become one of the larger Jewish communities in the state.

5. The development of the railroads in the 19th Century tied Dorchester closer and closer to Boston. The Old Colony Railroad's stops in the Dorchester countryside brought suburban development first to the hilltops, such as Pope's, Harrison, Jones', Savin and Ashmont. The suburbanization process was ultimately completed around the turn of the century with the extension of the streetcar lines throughout Dorchester.

(Adapted from Living in Dorchester, published by Living in Dorchester, Inc., Dorchester, MA.)

THE USE OF TRANSITIONAL ("SIGNAL") WORDS TO ESTABLISH THE ORDER OF SUBORDINATE IDEAS

Writers often use words such as those given below to indicate that a transition (a change to a new topic) is about to take place. The student will meet (and, we hope, use) them in the expository-type material he finds in his textbooks. Introductory and summarizing paragraphs often contain a "division" of the major points an author wishes to make. The student can use these "signals" to division for two purposes: first, to determine the sequence or order of the author's thoughts and, secondly, to anticipate where the author will lead by gaining a sensitivity to the kind of signals.

Full signals: Used most frequently in summarizing paragraphs. Sometimes used throughout a selection to indicate that a major division is being entered.

Examples:
first, second, third . . . . .
(1), (2), (3) . . . . .
A, B. C. . . . . .
I, II, III . . . . . .

Half Signals: Often preferred to full signals to avoid "stiffness" in style. Half signals are smoother, less abrupt. At the same time, they are less obvious.

Examples:
List clues (more of the same)
one, another, besides, also, furthermore, too, in addition, more, etc.
Time clues (further steps in time sequence)
begins, next, then, from here, soon, shortly, after, at length, meanwhile, later, at last, finally, etc.
Contrast clues (changes in directions: up, down or backwards, more, less, bigger, but, however, nevertheless, yet, on the other hand, other, these/those, former/latter, etc.
Climax (a final point or sometimes a summary the ranking of details)
finally, thus, in conclusion, in summary, looking back, in brief, greatest, most, least, biggest, smallest, etc.

Typographical Signals: Used to point up major items, to introduce new categories, to show order (as in changes between "bold" and "light" type)

Examples: Bold face type, light fact type and italics. Dates indicating time sequences, Colons indicating a list is to follow, Semi-colons to separate units, White spaces between sections, and Quoted material in smaller type to prove point already made.

Two other types of clues to structure or anticipation should be mentioned:

Topic Sentence Clues: Plurals (eg., "several reasons," "kinds," "advantages," etc., often indicate that a list is coming). Other clues indicate other possible patterns: Time: "growth," "development," "construction," etc.
Contrast: "different," "Opposite," boys...girls", "public...private"

The repetition of a single word or phrase often tells you that a new "part" is being entered..

(Dr. Leo F. Hanley, Boston State College)

SIGNAL WORDS

Suggest Teaching Activities:

1. Use "example" paragraphs from "Teaching Activity for Patterns of Organization."

Directions:

Read each paragraph and underline all signal words and identify the pattern of organization.

2. Write a paragraph for each pattern of organization, using signal words to indicate the pattern in each paragraph.

MAIN IDEAS

Example:(Stated)

1. Cesar Chavez thought that the migrant farm workers should join together to form a union. If the workers had such a group, or organization, they could demand more money from the growers. If the growers did not give them more money, the workers would go out on strike, or stop working. This would hurt the growers. Their crops had to be picked at just the right time or the growers would lose a lot of money.

   1. If they did not get money, the farmers would go out on strike.
   2. Cesar Chavez wanted the migrant workers to form a union.
   3. A union protects its workers.

Example:(Stated)

2. Black Hawk, the famous Indian leader, was easily flattered. He was also very gullible, and had a highly romantic nature. In contrast to these weaknesses, Black Hawk did possess strong points of character. He showed a manliness of character in his relations with the white people. Furthermore, he was honest in all his dealings, and showed extreme loyalty to his own people.

   (Adapted from Better Work Habits, Scott, Foresman and Co., Ill.)

   1. Black Hawk had both weak and strong points in his personality.
   2. Black Hawk was a famous Indian Leader.
   3. Black Hawk's weaknesses were more important than his strong points.

Example:(Implied)

3. Amelia Earhart learned to fly when she was 22 years old. She bought a new airplane and promptly set an unofficial altitude record. In 1928, "AE", as she was called, became the first woman to cross the Atlantic by plane. Four years later, she became the first woman to pilot an aircraft alone across the Atlantic ocean. In 1932, Amelia Earhart had two more flying "firsts" to her credit. She was the first pilot (man or woman) to fly from Hawaii to California, and the first to fly nonstop across the gulf from Mexico to New York City. In 1937 Amelia Earhart's plane disappeared, as she was attempting to fly around the earth over the equator. This ended the exciting life of Amelia Earhart, famous woman pilot.

   1. Amelia Earhart was a famous pilot.
   2. Amelia Earhart had many "firsts" as an airplane pilot.
   3. Amelia Earhart did not fly until she was 22 years old.

Suggested Teaching Activity

Directions: Find the Stated or Implied Main Idea for each of the following paragraphs.

India is a country the size of Europe with fourteen main languages. Millions of its people live in mud huts, trying to grow their food on small plots of ground. If the rains fail, the people starve. Thousands bed down on the streets of cities because they have nowhere else to sleep. India is a poor country.

(From Indira Ghandhi, Rose of India, Carol Bauer Church, Greenhaven Press, Inc., Minn., 1976)

1. India has a very large population.
2. India is a poor country.
3. The people of India depend on rain in order to survive.

Being a mother required Rose Kennedy's best efforts. Unlike most mothers, she had all the help and money she needed, but she still had to plan and supervise the activities of her children. During the early years Rose began using index cards to keep records of her children's dental appointments, doctors' appointments, religious events, height, weight and dates she wanted to remember. In later years her file card system made her famous as the main organizer of the Kennedy household.

(From Rose Kennedy, No Time for Tears, Carol Bauer Church, Greenhaven Press, Inc., Minn., 1976)

1. Rose Kennedy organized her children's activities.
2. Rose Kennedy was famous for using file cards to record her children's activities.
3. Rose Kennedy was fortunate in having money and help in rearing her children.

Margaret Mead revisited the tribe of the Manus in New Guinea in 1953, twenty-five years after her first visit. She discovered they were happier and their life was better than ever. Where they had been selfish, competitive and disagreeable, they were cooperative and relaxed. They had come to hate war after being conquered by the Germans. The Australians had taught them about law and justice, and missionaries had taught brotherhood and Christianity. American sailors, stationed there during the war, had introduced them to modern ideas. Margaret was amazed.

(Adapted from Margaret Mead, Student of the Global Village, Carol Bauer Church, Greenhaven Press, Inc., Minn., 1976)

1. Margaret Mead was a famous anthropoligist, who studied the Manus.
2. Margaret Mead found the Manus happier than ever.
3. Margaret Mead noted great changes in the behaviors and ideas of the Manus.

DETAILS

An interesting, well-written paragraph is usually made up of many details. Most of the details support and develop the central idea of the paragraph. Other details, however, may be mentioned simply to explain something or to make the passage more interesting.

Suggested Teaching Activities:

(1) Directions: Read the paragraph, then underline the details that definitely helps to develop the paragraph.

The Navajos trade their silver with other Indians of the Southwest. Much of this trade is with the Pueblo Indians. The western Navajos carry on trade with the nearby Hopi villages. The central and southern Navajos trade dies and finished jewelry to the Zuni, especially when they go to the Zuni pueblo in December for the festival of Shalako. Navajos living in the "four corners" area where Arizona meets New Mexico, Colorado and Utah, also trade with the Utes, exchanging silver for Ute beadwork and buckskin.

(Tactics, Niles, Dougherty, Katterjohn, Scott Foresman & Co., 1973)

(2) Directions: Read the paragraph and list the three major details.

Even in the days of American slavery, before many sports became popular, Negroes took part in the few sports events that took place. On larger plantations, where division of labor was possible, some slaves became expert in the care of race horses, hunting dogs, and fighting cocks. Often slaves went with their masters at their invitation to see horse racing or cock fighting. Some slaves even became jockeys who rode for their masters in the races.

A. _____

B. _____

C. _____

(Adapted from: Negroes Who Helped Build America, Ginn & Co., 1965)

(3) Directions: Read the paragraph and answer the questions that follow.

By the time World War I broke out, women were deeply involved in the social, political, and economic life of a nation. Industry depended upon their labor. They worked in a variety of ways to improve their communities. Some women, such as Gilman and Woodhull, had attempted to open social discussion in order to change radically the male-female-relationship. Even politics, traditionally and legally closed to women, found it was not immune. Women could not vote, but Adams and Kelley showed that women's influence could still be felt as they exerted pressure for the won passage of a variety of reform laws.

1. How were women involved in the social life of the nation?
2. In what way were women involved in the political life of the nation?
3. What affect did women have on the economic life of the nation?

(We the American Women, Millstein and Bodian, - SRA, 1977)

(4) Directions: Read the paragraph. Underline the general statement then circle a word or phrase for each of the details which are listed to explain or illustrate this general statement.

Many important discoveries have been made by accident. Alexander Fleming discovered penicillin in this way. A Dutch dry goods merchant, Leeuwenhoek, first saw bacteria under a crude microscope entirely by chance. William Perkin, only 18 years old, discovered how to make the first synthetic dye - purple - when, one day, he was washing test tubes used in an unrelated experiment. Galileo found three of the satellites of Jupiter by accident, and a Dutchman, who just happened to put two l lenses, one concabe and the other convex, together, discovered the principle of the telescope.

(Tactics, Niles, Dougherty, Katterjohn, Scott Foresman & Co., 1973)

(5) Directions: The main ideas of this paragraph is that Paris is a major French City. List the numbers of the sentences (the detail sentences) that <u>do not</u> support the topic sentence.

1) Paris is the most important city in France. 2) It is also the capital city of France. 3) Nearly one sixth of the French people live in or around Paris. 4) It stands on the banks of the Seine River, about 110 miles from the sea. 5) Many important new companies, like those that build computers, are based in Paris. 6) Some of the city's buildings are known throughout the world. 7) Tourists flock to see the Eiffel Tower and spend hours in a famous Paris art museum called the Louvre. 8) People say that you can spend a year in the Louvre and still not see it all. 9) The best French colleges are located in Paris. 10) Clothes made in Paris are copied the world over. 11) It is easy to see why Paris is called the City of Light.

(<u>Lessons in Paragraphing</u>, Alley and Dohan, Curriculum Associates, 1976)

DRAWING CONCLUSIONS

Drawing conclusions is a skill which is often paired with inferencing because the reading skills involved are similar. If a distinction has to be made, it would be that drawing conclusions is based on stated facts, whereas inference is based on unstated facts, or "reading between the lines."

Suggested Teaching Activity:

Harriet Tubman was one of the most unusual women in American History. Harriet was born a slave to slave parents in Maryland. In her early life, she worked as a field hand. When she was in her early twenties, her owner forced her to marry a man she did not love, John Tubman.

In 1849, she escaped from her master and went North. There she met many people who hated slavery. They helped Harriet establish the underground railroad. The railroad was a land route from the South to the North. Along the route were stations. These stations were usually people's homes, where a runaway slave could eat, sleep, and hide for a while if necessary.

Harriet made at least nineteen dangerous trips into the South to help slaves escape to the North. If a slave lost courage and wanted to return to the master, Harriet would often force the slave at gun point to go on. She could not take the risk of one betrayal. The kind people, usually Quakers whose homes were stations, and other slaves who wished to escape needed her protection.

When the Civil War came, Harriet worked as a spy and as a cook for the Union Army. After the war, she started schools for former slaves. Later, she bought a home in Auburn, New York, and she was helping needy Blacks in Auburn when she died.

Directions:

Place an X in each block that has a correct conclusion.
Place an O in each block that has a wrong conclusion.
There are six correct conclusions, but only one way to win!

Harriet could truly be called the "engineer" of the underground railroad.	Quakers did not believe in slavery	Harriet served with the Confederate Army.
The Union Army was the army for the South	After the Civil War, the slaves were free.	She helped her people all her life.
Harriet remained in the North after the Civil War ended	The underground railroad has no rails.	Trains on the underground made a lot of noise.

(From: Inference/Drawing Conclusions, Milton Bradley Co., 1977)

Inference

A mature reader is expected to "put two and two together," "read between the lines," draw upon what he/she already knows, in other words-to make inferences. It is helpful to break down inference into the following categories: inference from pictures, inference from word connotations, inferring time and place, inference from conversation, inference from actions and thoughts, inferring motives and feelings.

I. Inference from Pictures

Suggested Teaching Activity

Directions:

1. Study the picture.
2. Explain what you think is happening in the picture.
3. From the viewpoint of either the mother or her son, describe the confusing scene in front of their eyes.

Pictures for Writing

David A. Sohn

Bantam, Inc., 1969

INFERENCE FROM WORD CONNOTATIONS

EXAMPLE:

John Williams is 5'10" tall and weighs 250 pounds. He is a valued lineman on his school's football team. His fellow players describe him as powerfully built and big-boned. The members of the opposing teams call him fat. A doctor might consider him 30 pounds overweight. Which description do you think John would like?

The descriptive words used above are similar in meaning; the difference is in their connotations - the "extra" meanings they suggest, which usually depend on the underlying purpose of the users.

Suggested Teaching Activity:

Directions:

Below are eight pairs of remarks that might be made about the same person. One remark in each pair suggests that the speaker likes or approves of the person; the other remark suggests dislike or disapproval. Write the letter of the remark which suggests approval.

1. (a) Connie looks so skinny in that dress.
   (b) Connie looks so slim in that dress.

2. (a) Cathy makes good grades because she is a hard worker.
   (b) Cathy makes good grades because she is a grind,

3. (a) Jack always get what he wants because hs is so stubborn.
   (b) Jack always gets what he wants because he is so persistent.

4. (a) Bob was out with a noisy crowd last night.
   (b) Bob was out with a noisy mob last night.

5. (a) My brother plans for his future by being very careful with his money.
   (b) My brogher plans for his future by being stingy with his money.

6. (a) Our senior class president is conceited.
   (b) Our senior class president is self-confident.

7. (a) Marjorie wears gaudy clothes
   (b) Marjorie wears colorful clothes.

8. (a) Marlene is so interested in people.
   (b) Marlene is nosey.

Inferring Time and Place

Suggested Teaching Activity:

Directions:

Read the following passage. The author does not tell you where the story takes place or when. See if you can find the clues to answer those questions at the end of the passage.

YOU THE NOTHIN' MAN

All the following afternoon the Moors hung around Durango Street. They would buy something at the Happy Spot, then go stand on a street corner and watch the action. The trouble was, there was no action. Women with kids trailing them went shopping. Men drifted into the bars, prowl cars cruised the area, and cops eyeballed them as they passed. Up in Cathedral Heights, it would be the same. The Gassers would be killing time waiting for trouble to offer itself, or for the right time to go looking for it.

Darkness came. Some of the boys went home to dinner. Rufus and a few others bought malts and bowls of chili red with grease at the taco stand.

1. The setting of the story is: (a) a farming community in Iowa, (b) a small town in Wisconsin, (c) a large city on the west coast.

2. The time when this story takes place is probably somewhere between (a) 1950 and the present, (b) 1910 and 1925, (c) 1850 and 1875.

Inference from Conversation

Even when an author doesn't describe his characters, we can learn a good deal about them, and about what they do, from what they say.

Suggested Teaching Activity:

Directions:

(1) Read the following story

(2) Fill in the blank spaces with the responses you think Gloria must have made.

(3) From the final statement from Kate, what can you "infer" was happening or going to happen?

Kate: Hello, Gloria? It's me, Kate. I just got back from visiting my son Don and his family. How are you?

Gloria: _____

_____

Kate: They're all fine. I didn't know my youngest grandson. He's almost four, and I hadn't seen him in three years. Don is very proud of him.

Gloria: _____

_____

Kate: Don's doing fine. He's just been made a manager of the company he works for. He wants me to come out for a visit again next spring. But, I don't know. The traveling took quite a lot out of me.

Gloria: _____

_____

Kate: Oh, the trip was wonderful, but I'm glad to be back home again. I was getting too used to having everything done for me. I like to do things for myself. On the bus from the airport, I realized that tonight I'd be cooking my own dinner for the first time in three weeks. I'm looking forward to it. I stopped at the store to pick up some groceries. The delivery boy should be here with them any minute. Oh, I've already called Mary.

Gloria: _____

_____

Kate: Mary's just fine. She expects the baby in about two months. It will be nice to have a grandchild living nearby. Mary said she'd drop by.

Gloria: _____

_____

Kate: I expect her sometime this afternoon. We are going to shop for baby clothes. Well, what's happened around here since I've been away? I didn't see Old Tom in the newsstand when I went by.

Gloria: _____

_____

Kate: Oh, I'm sorry to hear that. I would never have thought that Old Tom had a bad heart. I always bought my papers from him. He'd been on that corner for as long as I can remember. He was always there, no matter what the weather was like. And he was so helpful when those burglars broke into my apartment.

Gloria: _____

_____

Kate: No, I haven't checked the apartment yet. Why? Have there been more robberies lately?

Gloria: _____

_____

Kate: Really! Several apartments? And during the daytime! I didn't realize the situation had gotten so bad. How did the robber get it?

Gloria: _____

_____

Kate: My, oh, my! He just rings the bell, walks in, and ties up whoever is at home! That's horrible, just horrible! No one is really safe anymore, not even during the daytime. They just don't have any respect for old people these days. Maybe I should move out West and live with Don. It's so nice there, but I would miss the city and my friends. I'd also miss my independence. What should we do?

Gloria: _____

_____

Kate: Yes, I think you're right. Listen, try to make it over some evening. Maybe we could have dinner together. There's so much I want to tell you. . . . Oh, I have to hang up now. There's somebody at the door.

(From: Read, Write, React, Oxford Book Co.)

5. Inference From Action

You can also form ideas about characters from the things they do. The author does not tell you what each action means; you have to infer the ideas.

Suggested Teaching Activity

Directions:

(1) Read the passage below.

(2) Answer the questions at the end of the passage.

Coming of Age in Mississippi

Anne Moody

Along about ten-thirty or eleven I could feel my shirt clinging to my body, like a big wet crab. I was soaked to my waist. I didn't look up, but I knew that sun was up there just like it had been in my dream. Water was running down my face from under my hat. And big drops of sweat were dripping off my arms. It was getting harder and harder for me to work. Every time I reached out, the row seemed to move away from me, like a big wiggling snake. I looked around at everybody else in the field and they were falling, just like in my dream. I didn't want to look at them. I looked up at the sun and for a moment I was completely blinded. Then I knew the others were dead. I could see the sun again. My eyes got fixed on it. I felt myself reeling and rocking on my hoe.

(1) What is the character in the passage doing?

(2) What is happening to the character in the passage?

Inferring Motives and Feelings

An author will often leave many important things unsaid, but give you enough clues to lead you to the right conclusion.

Suggested Teaching Activity:

Directions:

Read the story; then answer the questions at the end of the passage.

"Ghetto Living"

Deep down Rafe Greene knew that the only way he was going to get out of the ghetto was by keeping his head straight. He looked down his street. He saw the little kids climbing over what was left of a burned-out car. They had no other place to play. The street was all they had. The smell of garbage filled the stale air. There wasn't a building on the block without a piece of cardboard stuck in a window to cover a broken pane of glass. But worst of all was the people. Everybody was just standing around. Nothing to do! No place to go! No hope for the future!

Rafe was a smart boy. He did O.K. in school. He knew he could do better, but it was so hard to get started. He tried to study at home, but there were nine of them in only four rooms. Every time he had a test, he had to get up at three in the morning and work in the kitchen. Mayhe Billy had the right idea.

The street didn't bother Billy. Nothing bothered Billy. Billy just took a couple of pills to get away.

But Rafe knew, and Rafe was sure that Billy knew, too, that you can't get away with pills. The street stays there. The people stay there.

Everything stays the same. Rafe knew that Billy wasn't escaping anything with his pills. At the rate Billy was going, he would be dead within a year.

Rafe thought about college as he climbed the stairs to the apartment. Hah! College! College meant money. Forget it! There was always the possibility of a scholarship. If he could study hard enough, he might be able to get one. But Rafe wasn't sure he wanted to go to college. He was only sure of one thing. He wanted to get out....out....out.

He opened the door.

"Hi," he said to no one in particular. "I'm home."

(Read, Write, React, Oxford Book Co.)

1. What did "keeping his head straight" mean to Rafe?

2. Why did the adults just stand around?

3. What did Rafe think of school?

4. How did Billy try to get out of the ghetto?

5. What was Rafe's biggest ambition?

FACT AND OPINION

One of the basic considerations in critical reading is the ability to distinguish between fact and opinion. There are some clues which help you tell whether a selection presents facts or opinions. Selections of opinion usually have such telltale phrases in them as "it is said", "the theory is", "I think", "they believe", "it is my opinion", "Mr. So-and-So claims", "as one man put it", and so on. When you find such phrases, don't accept the information as factual.

An article is apt to give facts if it contains (1) numbers representing population, areas, commercial activities, travel distances and so on; (2) numbers stating the results of studies or surveys; (3) proper names of real people and places; (4) dates of events or historical records.

Suggested Teaching Activities:

Directions:

Decide whether each selection gives facts or opinions. State this, and then write the reasons for your decision.

1. In his first year in the major leagues Jackie Robinson helped Brooklyn win a world's championship and he was chosen Rookie of the Year. Two years later he led the league in hitting and was voted the league's Most Valuable Player. Jackie Robinson retired in 1959. During his twelve years with the Dodgers he helped win six pennants and two world's championships. In 1962 he became the first Negro to be elected to baseball's Hall of Fame.

2. Some people believe that Trinidad is the most beautiful island in the West Indies. Because of the warm weather and the beautiful scenery, people like to vacation there. Trinidad has many tourists visiting every year; it is thought by some to be the most beautiful tropical paradise in the world.

3. On a day in midsummer Christopher Columbus, then on his third voyage of discovery, sighted the island of Trinidad in the West Indies. Amid great rejoicing and under a brightly shining sun, he raised the red and yellow banner of Spain and took formal possession in the name of King Ferdinand and Queen Isabella.

(From Be A Better Reader, IV, Nila Banton Smith, Prentice-Hall, 1971)

OUTLINING

There are several steps in teaching the skill of outlining (see listing of skills, where these steps are presented). The following exercise should be given only after the earlier steps are taught, and after the teacher is certain of the competency of the students in these steps).

Suggested Teaching Activity

Directions: Read the following selection of three paragraphs, then complete the outline form.

Ancient Chinese peasants suffered unmercifully at the hands of cruel and tyrannical lords who ruled the lands. They could not defend themselves because they were not allowed to own or carry weapons. For these reasons, the Chinese peasants developed the art of fighting with "empty hands" known as karate.

To become a karate expert today, one must learn a wide range of bodily movements. These include kicks, hand and finger thrusts, and throws. Strict physical and mental discipline are required.

Karate has enjoyed an increase in popularity in recent years. This is partially due to increased interest in physical fitness. David Carradine's "Kung Fu" T.V. series has also helped increase its popularity. Some full length movies have done their share in increasing enthusiasm for Karate. These include; "Cleopatra Jones", "China Doll", "Five Fingers of Death", as well as movies about the life of Bruce Lee.

I. Reasons Chinese peasants developed Karate

A. _____

B. _____

II. _____

A. Bodily movements

1. _____

2. _____

3. _____

B. Strict physical and mental discipline

III. _____

A. _____

B. _____

C. _____

1. _____

2. _____

3. _____

4. _____

(From Boston State College Criterion Referenced Test, Carol K. Nectow, Supervisor and Editor)

SUMMARIZING

How to summarize

1. Glance through the entire passage to get a general idea of its content.

2. Read the passage carefully, selecting the main ideas and important major details that you think should be included in the summary. As you read, you should also try to decide what details might be left out of your summary.

3. Make a few notes on main ideas and the most important information in your own words as you read. Then write your summary from your notes. Write fairly short sentences that state the points clearly. At times, however, you may combine a few important points into one sentence.

Example:

1. You can hear sounds because your ear is able to pick up sound waves in the air. You know that when air is in motion, it can set other objects in motion. You have often observed this. When the wind blows, it can knock off a man's hat. If you fan yourself, your hair will move back and forth as the fan moves. These movements of air make sound waves. Sound waves are really very small movements of air. However, these small sound waves are strong enough to start vibrations in the sensitive structures of your ear.

Notes:

Ear picks up sound waves - small movements of air strong enough to start vibrations in ear.

Summary:

The ear picks up sound waves, which are small movements of air. These waves are strong enough to start vibrations in the ear.

In studying the notes, you will see that the main idea is written first, and two important major details that explain the main idea are written next. In jotting down these notes, no attempt is made to write complete sentences. The notes contain only parts of important sentences.

(Be A Better Reader, Level F. Basic Skills Edition, Nila Banton Smith, Prentice-Hall, 1978)

SUMMARIZING

Students should be taught that one of the methods of expressing the major thoughts of a paragraph is by developing a summary. The summary may contain some details, but these should be selected carefully and, with the main idea, worked into as few sentences as possible.

On technique is to teach students to compose a mental outline. The parts of this outline may then be combined into summary form.

Suggested Teaching Activity:

Directions:

Read the following paragraph. Make a mental outline of the main idea and important details. Reduce these ideas to two sentences.

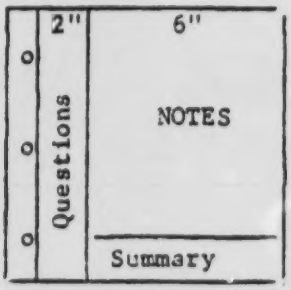
The wireless telegraph, the invention of Guglielmo Marconi in 1902, was the most thrilling method of sending a message the world had known up to that time. It seemed to everyone to be some kind of magic. Electric sparks were produced at the top of a high tower and powerful waves were sent out in all directions through the air. Far out at sea the messages of those sparks could be read by any ship that had a little receiving station. In the same way a ship could send such messages that could reach other distant ships. Imagine how exciting it was when a sinking ship sent out its first S.O.S. message and two other ships, though many miles away, received the message and dashed to the rescue.

(Advanced Skills in Reading, Book I, Joseph C. Gainsburg, The MacMillan Company, N. Y. 1967)

The 2 - 6 - 2 Form of Lecture Notes

1. Use lined notebook paper measuring 8½ x 11 inches with three holes in the margin. Separate sheets (for many subjects) can be kept on a clipboard and can be carried to class ready for use.

2. Before writing on your note paper, divide the sheet the following way:



3. Take your notes in the large, open section of the paper just as you would take notes ordinarily.

4. When going over your notes, place key questions in the 2 inch margin on the left. These questions will help you in your review of these notes at a later time.

5. Write brief summaries in the section 2 x 6 inches at the bottom of the page. These will help you in your view, when you want to know general ideas or which topics deserve extra attention (these are the ones which seem vague to you.)

6. In reviewing notes, use the questions and summaries as "talking" or "starting" points for recitation. Go into the notes themselves only when you feel that you are not prepared to develop the questions and summaries.

(Dr. Leo F. Hanley, Director of Reading Services, Boston State College)

ALARM CLOCK TECHNIQUE

for

SPEEDED READING

This is a transfer device for use in connection with rate-controller work or speed exercise timed by a teacher. Unless some effort is made to read rapidly under more normal conditions, the artificial speed devices may fail to have any permanent effect.

1. Select a novel or book of easy non-fiction. Keep the book for this purpose only.

2. Set the alarm clock for 10 or 15 minutes ahead of the time when reading is to begin.

3. Read the book as rapidly as possible until the alarm clock rings. Try to get the same feeling of speed you have when you are using the rate controller or when someone is timing you.

4. When the alarm rings, note the number of pages you have read; for example, 5-1/4, 6-2/3, etc. Don't try to count words exactly. Write the number of pages down beside the date of your reading record. A card slipped in a book will do.

5. Close the book.

6. Tell yourself out loud the story of what you read. Why do you recite out loud? You will be much more conscious of the fact that you do not remember very well if you do read it out loud. You must be able to recite well. <u>Speed without recall of what you read is useless</u>.

7. Do this exercise every day or at least every other day. Fewer practices than this will probably have little value. Keep the record card up to date so that you can see your progress.

(Dr. Leo F. Hanley, Director of Reading Services, Boston State College)

SKIMMING

Students need to be taught to read rapidly for specific information. Instruction should be given in the following:

Nine Keys to Skimming

(From Speed Reading for Better Grades, Ward Cramer, J. Weston Walch, Portland, ME)

1. Preview the entire selection. Glance rapidly over material and observe the content. This worthwhile step requires only a few minutes. Not only does the preview arouse your interest, it also increases your ability to concentrate. As you do this, two things happen:

   a. You build a mental framework-a strategy to determine "what it is all about." Into this plan of action you fit important details as you read.

   b. You relate or bring to mind all that you know about the subject. Memory experts tell us that we learn best and remember longest when we are able to associate new information with what we already know.

2. If the topic heading or opening sentence indicates that a main idea is forthcoming, read the whole paragraph.

3. On the other hand, if it contains only details that are incidental to the main theme, skim the paragraph.

4. Read the last sentence of the paragraph. Often the writer will sum up main ideas in the conclusion.

5. Rapidly figure out the writer's pattern. How are ideas being presented? Are they found in the topic sentence, the middle of the text, or in the conclusion?

6. If you can become mentally involved with what the writer is saying, you may be able to predict the next several sentences. If you can do this, move to a new paragraph.

7. Often a writer will place the central thought in the opening and final paragraphs. If this is the case, read these two sections first.

8. Does the paragraph contain the main idea or simply details? Read only as much as you have to in order to find out. Usually a few sentences will do the trick.

9. Look for key words and you will know where to find important information. Words such as "first," "second," "for example," "the following," and numbered or lettered series all indicate important information.

Suggested Teaching Activities

THREE NATIVE AMERICAN WOMEN OF THE TWENTIETH CENTURY

DIRECTIONS:

Skim for the answers to these questions.

1. Who was the first prima ballerina of America?
2. What tribe does she belong to?
3. Why is she famous?
4. When was she born?
5. Where do most of the Osage Native Americans live now?
6. Who raised Buffy as a child?
7. What tribe does Buffy belong to?
8. Why is she famous?
9. When did she graduate from the University of Massachusetts?
10. Where do most of the Plains Cree tribe live today?
11. Who is a member of Who's Who in America?
12. What tribe does she belong to?
13. Why is she famous?
14. When did she begin her teaching career?
15. Where do most of the Choctaw Indians live now?

THREE NATIVE AMERICAN WOMEN OF THE 20TH CENTURY

Maria Tallchief - Osage

Maria Tallchief, born in 1925, is regarded as one of the world's finest ballerinas. She was the first American to earn the title of prima ballerina. Her career reached its height in the 1940's and 1950's.

Maria is the daughter of an Osage Indian Chief. The Osage once roamed through Missouri, Arkansas, and Oklahoma. They relinquished most of their land to the United States between 1808 and 1970. The tribe moved to a small reservation in Oklahoma where oil was discovered.

The Bureau of Indian Affairs managed the oil leases for the tribe and distributed funds to its members. This made them the richest Indian tribe in the United States.

When Maria first started to dance, she was a very shy young woman. She worked hard and sacrificed a great deal to achieve her success. She received many awards and honors during her career. Among them "Woman of the Year", as voted by the Woman's National Press Club and her own people made her an Osage Princess.

Buffy Sainte-Marie - Cree

Beverly (Buffy) Sainte-Marie is a Native American born to the Cree tribe in Saskatchewan, Canada.

Most Cree Indians once lived in the forests of Ontario. During the mid 1700's some of the bands moved to Alberta, Saskatchewan and south to Montana. These Native Americans, called Plains Cree, were buffalo hunters and today raise wheat and cattle on their reservations. There are about 30,000 Plains Cree in Canada today.

Buffy's parents died when she was a baby and she was raised by a Micmac Indian couple in Massachusetts. She received a Bachelor of Arts degree in Oriental Philosophy from the University of Massachusetts in 1963.

Buffy is famous today as a composer and folk singer. She has written over 200 songs. Among them are "Little Wheel", "Now That the Buffalo's Gone", "Until It's Time For You To Go", and "Universal Soldier". Her haunting, vibrant voice captures audience after audience.

Wilma Victor - Choctaw

Wilma Victor is a recognized authority in the field of American Indian affairs. Her career began in 1941 on a Navajo reservation. She belongs to the Choctaw Native American tribe.

The Choctaw farmed, traded and lived in what is now eastern Mississippi and western Alabama. They sold most of their lands in the 1930's and moved to Indian Territory (now Oklahoma).

They set up a government and a school system which they kept until Oklahoma became the 46th state in 1907. Most Choctaw still reside in Oklahoma and Mississippi.

Wilma received a Bachelor of Science degree from the University of Wisconsin and a Master of Education degree from the University of Oklahoma. She is in demand as a speaker for educational conferences. Wilma is listed in Who's Who in America and Who's Who in American Education.

FOLLOWING DIRECTIONS

Students need to be given instruction in this most important skill. They need to be taught how to identify the main idea and to follow the sequence.

Suggested Teaching Activity:

Spaghetti Della Nonna

1 pound spaghetti	1 cube butter
4 cups water	1 clove garlic
1 teaspoon salt	3/4 cup grated Parmesan cheese

Fill large pan with water and add salt to water. Heat until water boils and carefully add spaghetti. Stir spaghetti in boiling water so it will not stick together. Let boil for 10 minutes. While spaghetti is cooking, peel clove of garlic and cut in half. In small pan put garlic pieces and butter. Cook over low heat until butter is melted, being careful not to let it burn. When spaghetti has finished cooking, remove from stove and pour into large strainer. Put spaghetti in large bowl and pour melted butter and cheese on top. Toss with large fork and spoon until well mixed. Serves 6.

1. What is the first step in making Spaghetti Della Nonna?
2. When do you add the spaghetti to the water?
3. How long do you boil the spaghetti?
4. How do you prepare the garlic?
5. What is the last step before serving?

(From: Teaching in a Multicultural Classroom; Materials and Techniques, Boston Public Schools)

METHOD OF TEXTBOOK STUDY

SQ3R

SURVEY	Look over the material, noting headings. Read the summary if there is one. This first step is to give you a general idea of the content. Details will be filled in later.
QUESTION	Think of and write down questions which relate to the major points covered in the material. Headings can be frequently turned into questions. If there are no headings, ask yourself, "What is the author trying to convey?" Look for the topic sentence which conveys the main idea.
READ	Read the material carefully in order to find the answers to the questions you have written.Write these answers down in key words, key phrases, using a modified outline format. Do not copy whole sentences and/or paragraphs. Select only those facts which seem most relevant to the question.
RECITE	This is a very important step. Look only at the questions and say the answers (aloud, if possible) to yourself. Try to build associations between the main idea questions and the detail answers.
REVIEW	Reviews should be spaced throughout the period of time during which you are taking a course. A final review prior to an examination should have been preceded by these periodic reviews.

The format for this type of study guide is as follows:

Fold a sheet of standard-size notebook paper down the middle, lengthwise. On the left-hand side, write the questions. Leave large spaces between questions. On the right-hand side, write the answers to the questions. Keep answers and questions parallel.

This technique can also be used as a method for underlining in a textbook. Write main idea questions in the margins and underline only those portions of the content which relate to the questions.

Using the Dictionary

Students need instruction in how to use a dictionary, before they are asked to use the dictionary to define words.

Suggested Teaching Activity:

STEPS BEFORE PRONUNCIATION

1. Opening the dictionary to the sections in which each of these words are located:

   agile bestial flail hearth

2. Opening the dictionary to the section in which each of these words is located:

   keynote matron parsimony quorum

   raven slave usurp yogurt

3. Opening the dictionary to the sections in which each of the following words is located:

   neophyte base ptomaine tambour

   hilarious adroit yak credence

4. Inserting the missing letter in each sequence of letters:

   a_____c e_____g i_____k

   n_____p v_____x x_____z

5. Inserting the letter that precedes each of the letters:

   _____c _____h _____w _____i _____r

6. Placing words in alphabetical order on the basis of their first letters:

chasm	fagot	render
action	haste	nasal
bastion	gem	pensive
dearth	zenith	tacit
semblance	azure	choir
hydrated	waif	lug

7. Placing words in alphabetical order on the basis of their second letter:

additive	design	hazard
alternative	dais	hearse
flaccid	wheeze	myopic
fend	wane	mercator
fixate	woeful	monastery

8. Placing words in alphabetical order on the basis of third letter:

mute	goiter	meliorate
muster	gob	meander
prompt	hawser	sofa
pride	haunt	social
praise	hare	sophisticated

9. Determining whether each of the following words may appear on this page of the dictionary.

aft	28	aid
ago	afraid	aim
ahead	add	after

10. Determining on which page each of the following words may appear.

bind	140	biology
biophysics	141	bird
birl	142	bit
birch	bipod	birth
binge	bisque	binocular

11. Determining the root word.

loneliest	promiscuously	parted
operating	haughtier	intensified

12. Write in the blank space the key word that contains the same vowel sound as the given word.

Key words: tap, āte, car, care

wasp (wasp)_____
braze (brāz)_____
crass (kras)_____

13. Select the guide words that contain the same vowel sounds as the given words.

crease_____ droll_____
chrome_____ gilt_____
quay _____ irk _____

14. Select the word that contains the guide to the pronunciation key as a guide.

likin (leken)_____ _____
lignose (lignos)_____ _____
oozy (oozi) _____ _____
ether (ether) _____ _____

15. Pronounce and identify the following words. Use the pronunciation key as a guide.

(dem)_____ (mat)_____
(koo)_____ (op)_____
(lint)_____ (muk)_____

(From: Teaching Reading in High School, Robert Karlin, Bobbs-Merrill Co., Inc., N.Y.1964)

Reading Charts and Graphs

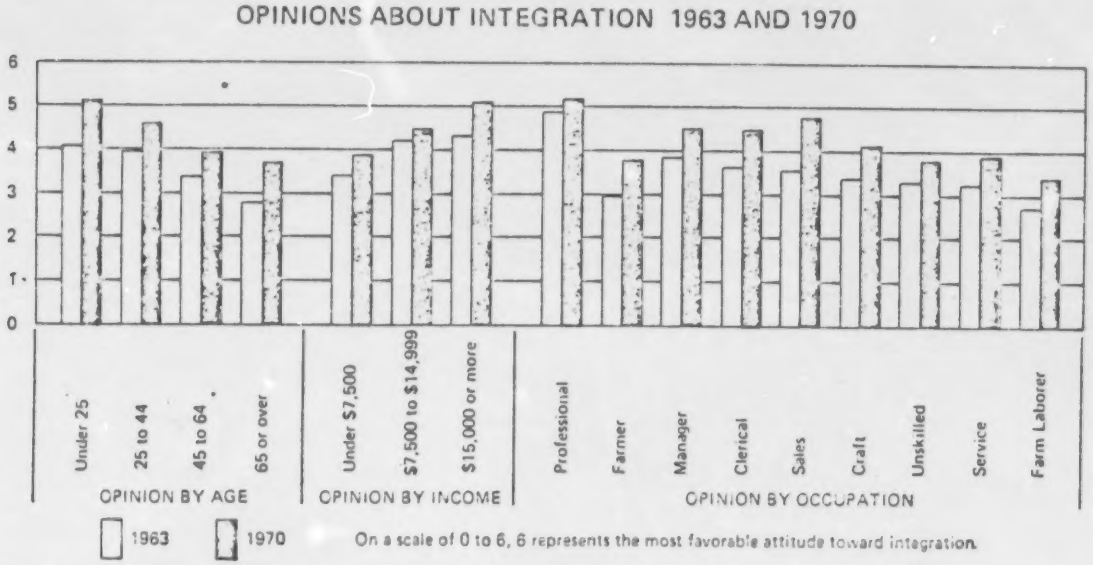
Students need to be given instruction in these skills. They need to be taught to understand the purpose, as well as the information presented.

Suggested teaching activity

Directions:

Study the graph and then answer the following questions:

1. What is the purpose of the graph?
2. On a scale of 0-6, which number represents the most favorable attitude toward integration?
3. The black bar represents which year?
4. Which age group had the most favorable attitude toward immigration?
5. Which income bracket showed the least change in attitude from 1963 to 1970?
6. Which four occupational groups showed the most favorable attitude toward integration?



MAP READING

This is an important skill, and one which is often overlooked.

Suggested Teaching Activity:

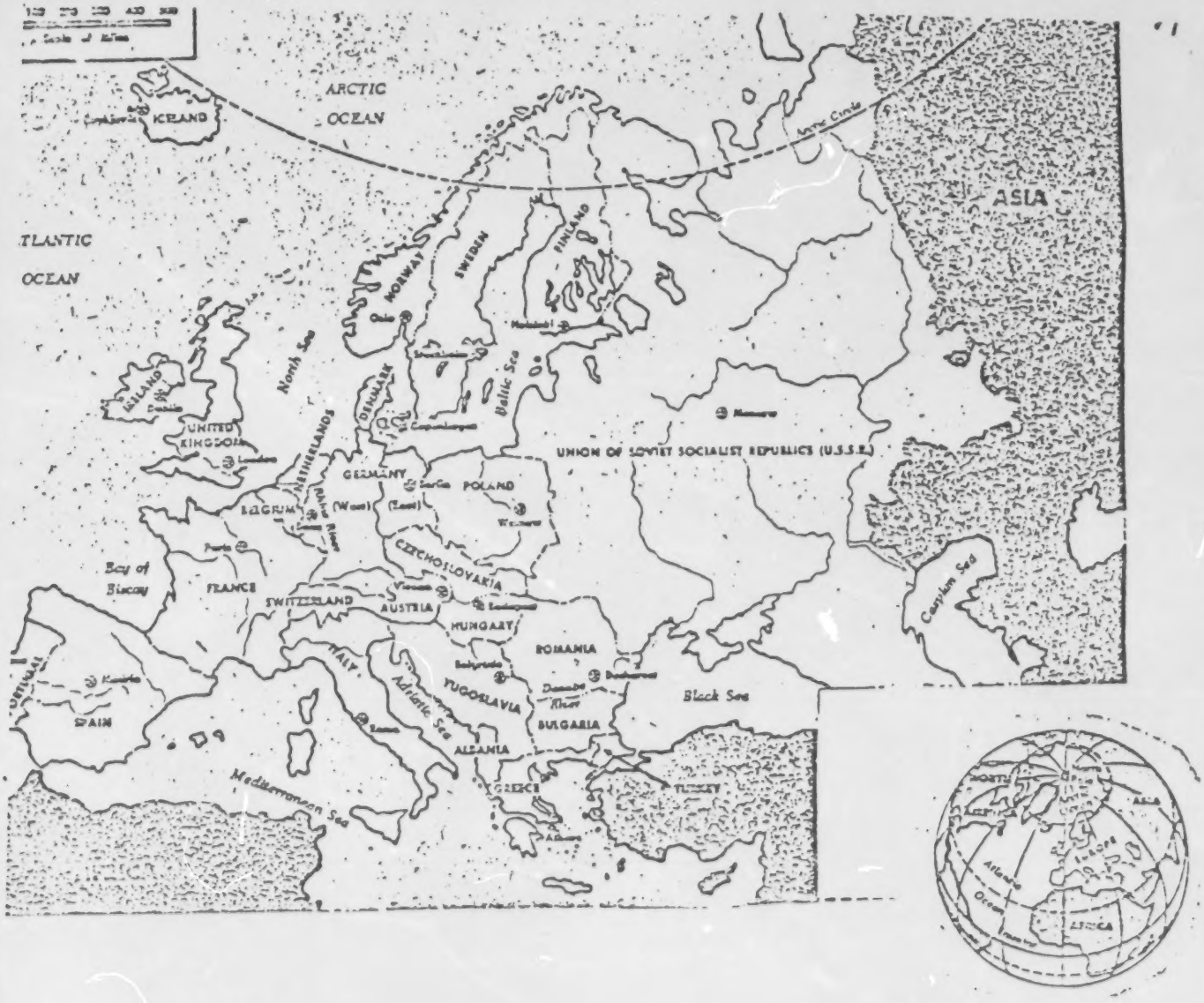
Directions:

Study the map below and then answer the following questions:

1. Where are these countries: Germany, Poland, Spain? Make an "x" in the area of each.

2. What is the name of the continent on which these three countries are located?

3. What is the name of the ocean that the German, Jewish and Polish immigrants probably crossed to arrive in the United States?



(From: Teaching In a Multicultural Classroom; Materials and Techniques, Boston Public Schools)

REAL LIFE READING SKILLS

The following areas lend themselves to instruction:

1. Driver's License Application
2. MBTA map
3. Road map
4. College Board Application
5. Alien Registration Cards
6. Social Security Application
7. Employment Application
8. Income Tax Forms
9. Labels (food, medical, etc.)

Suggested Teaching Activity:

(From: Real Life Reading Skills, Beatrice Levin, Scholastic Book Services; New York, N. Y., 1977)

INSTRUCTIONS FOR APPLYING FOR CIVIL SERVICE EXAMINATION

It is important that you read the State Civil Service examination announcement for the job in which you are interested. The examination announcement will tell you the type of work, salary, qualifications needed, tests, and other details about each job. To get copies of announcements, visit your local employment office, or write, call, or visit the nearest State Civil Service Commission office.

When filling out your application:

- Use a No. 2 pencil to fill it out.
- Give complete and accurate information about your education and experience to get all credit.
- Have your application notarized.
- Do not staple any papers to application. If additional material is included, clip it to last sheet.
- Include your social security number on any extra pages.
- Do not send original documents with application unless asked to do so. Documents cannot be returned
- An extra copy of page 4 and 5 is enclosed with your application to be retained for reference.

The information on your application is subject to verification. Omission, falsification, or misrepresentation of information may disqualify you, or cause your removal from employment.

Send only one application for any or all jobs listed on a single job announcement. But, if you apply for a job on another announcement, you must send a separate application.

Questions (On the line, write the letter for the answer you choose.)

1. It is important to read the examination announcement for a job because it will tell you:_____

   a. the answers to the test questions.
   b. the skills and experience you need for the job.
   c. where your local employment office is located.

2. At what two places can you get announcements of Civil Service Examinations?

   _____

   _____

3. What should you write with when you fill out the application?_____

   a. no pencils
   b. a pen
   c. a Number 2 pencil

4. If you include extra material with your application, you should:_____

   a. staple the papers to the application.
   b. use a paper clip to attach the papers to the application
   c. clip out the papers and paste them to the application.

5. Any extra material sent in with your application should be:_____

   a. the original documents.
   b. notarized.
   c. copies of the original material

6. An extra copy of page 4 and page 5 is given to you so that:_____

   a. you can keep one copy of each page and go over it later.
   b. you can use it for retraining.
   c. you can have each page notarized.

7. You say you live in the city where the test is being given, but you really do not. You have:_____

   a. omitted information.
   b. falsified the information.
   c. added extra information.

8. You may not be allowed to take the examination if you:_____

   a. misrepresent information on your application.
   b. verify information on your application.
   c. do not get your application notarized.

(Levin, Real Life Reading Skills, Scholastic Book Services, N.Y.)

Suggested Teaching Activity:

THE NEWSPAPER IN THE TEACHING OF READING

When Lord Londonderry asked Winston Churchill if the latter had read the Lord's last book, Churchill replied. "No, I only read for pleasure and profit." Which of course, briefly describes why we all read - because reading can be pleasurable and because of what we get out of it. So the teaching of good reading habits and skills is pretty important in this day and age. Therefore, among those places where the newspaper can be most important should include any class where reading skills are taught.

It is quite possible that you are one of those teachers who are already well acquainted with methods for teaching reading skills. If so, you don't need this chapter, and it is not written for you at all. Rather it is for that teacher who badly wants to help his charges read better, but only has a very general idea of what to do about this. We will try to show, then,in this brief chapter, how this newspaper can be important in helping you to help your pupils learn the fundamentals of good reading habits.

For this purpose, the newspaper is ideal. It provides fresh materials every day. And it is geared to a general public whose vocabularly level and reading habits and desires are not out of the range of the ordinary student.

How well DO your students already read? Experts in the field tell us that while less than 4%of American adults cannot read at all, surprisingly, 60% *of them do not read well!*

Try a little test on your classes. Throw the following clipping onto a screen with a projector, or make photo copies for the class. Have each of them read it as quickly as they can.

Towns tap teens

By the Associated Press

Franklin, N.H.

Three 17-year-old high-school pupils have been named to government offices in Franklin and nearby Tilton.

Senior Jodi Herbert has been named to the city's library board of trustees and junior Leland Hammond has been appointed to the city's conservation commission. Both are Franklin High pupils.

"Franklin is following the current trend to give youth a voice in government." says Mayor Eugene Daniell.

"Jodi is a reader and spends a lot of time in the library, and Leland has been active in school and city conservation projects."

In Tilton, Karen Gibbs, a senior was named to the town's eight-member budget committee.

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Now see how well the [illegible]wer some questions about the clipping, *without looking back:*

1. Each of the students mentioned in the clipping was under 17 years old. True____ False____

2. The story about them was reported by the Associated Press. True____ False____

3. Student Jodi Herbert was just named to her town's planning board. True____ False____

4. Karen Gibbs was named to the town's budget committee. True____ False____

5. The report of their activities came from high school principal, Eugene Daniell. True____ False____

6. Jodi is a reader and spends much of her time in the library. True____ False____

How well do your students score on recall? In addition, how did they do on reading speed? Here are some possible guidelines to answers to the second question:

15 seconds or less	very rapid
15 to 20 seconds	rapid
20 to 25 seconds	average
more than 25 seconds	slow

Clear Up Student Misconceptions About Reading Habits:

Practically all school students have the idea that they read at a constant rate of speed, with their eyes moving over a page in a kind of continuous flight. This is definitely not so Rather, we all read in hops, like a rabbit. In between the hops, we stop for a fraction of a second. It is during such stops that we register the print and so actually read.

For the narrow columns on a newspaper page, *nobody should need more than two stops to a line.* Two bad student reading habits should be discovered, and broken if possible. The first of these is *reading words, rather than thoughts.* The second is "vocalizing," i.e., saying the words out loud.

Many teenagers also believe that any individual should do all his reading at one constant speed. *That is not so!* For most reading, including all that when an individual is hunting for something, *skimming is sufficient.* Skimming helps a student to discover what he really wants to learn; then and only then should he slow down in his reading. For hunt and find reading, and for entertainment, an individual should trot along briskly. Then for study, or the reading of serious speeches, he should go slowly enough to follow ideas carefully and to remember essential facts.

A newspaper is a wonderful place to learn to skim. Skimmers seem to develop a trick of running their eyes mainly down the center of each column or page. Gradually, they develop the habit of this way picking up the main content of each line. If you students are skeptical about this, try them with the samples on the next page. Have them read with their eyes focused mainly on the center sections. See if they don't pick up the sense of most of the items. If they do not, then have them continue to practice with other similar newspaper materials and watch their skimming techniques improve with time.

For many teenagers, what we have said up to here in this chapter is simply for remedial purposes. It is to catch those defective readers, who like the majority of present-day adults, have not yet mastered the techniques of good reading. But reading, especially for most higher grade students, is more than a matter of technique.

Interpretive and Critical Reading:

The ability to interpret what he has read, and to think critically about it, should be the goal of any educated person. Try to get your youngsters to read with a critical eye. Have them read some news articles and editorials from their local newspaper and pound them with questions about this reading.

Who wrote the article (or editorial)? Does it seem that he is well informed?

Who (in the community or nation) can be expected to be pleased or displeased (if the article involves politics, race problems, capital and labor, etc.)?

Does this story seem to be slanted or was it reported objectively?

What does the story say? But even more important, is there something left unsaid that you wish had been covered?

Does this story fit in with what you, the student, already know from past experience?

Your students will be interested to know that in subjecting newspapers to searching study, they are right up with the times. Starting with certain high places government officials, there has been strenuous criticism of newspaper standards of late. So the newspapers themselves have developed a stance of self-criticism, in order to catch what readers may object to before the readers do themselves! Recently, the *Associated Press Managing Editors Association* developed a trend of constant and sharp interchange between the men in the field and the people in the newspaper offices. A Photography Committee has picked the brains of scores of editors looking for fresh, imaginative approaches to news pictures. And these are but samples of what is now going on in the newspaper world. So when students study their newspapers searchingly, they will simply be checking up on the checking up of their elders!

(From: The Newspaper Comes to the Classroom, Stephen Lowell, J. Weston Walch, Portland, MA. 1973)

A NEWSPAPER GLOSSARY

"What's the new halfback's name?" asked the coach.

"Szczuchkowski," said an assistant.

"Good," said the coach, "Put him on the first team. Now watch me get back at those reporters."

Names in any field, unmastered, can be a problem. But terminology, in any specialty, once conquered, can be a joy not only in itself, but also in giving a person a feeling of conquest of the field as a whole.

Following are some of the most important terms in connection with newspapers. There are various ways of teaching these to classes. One good way is to put several of them on the blackboard EACH DAY, with their definitions, for the pupils to be studying while you take attendance and perform other administrative duties at the start of a class period.

AP – the abbreviation for Associated Press, one of the two chief national news gathering agencies.

ASSIGNMENT – a reporter's regular route to be covered in looking for news sources, such as city hall, or the police station.

BALOON – in a comic strip, the line surrounding a statement to make it look as though the words were coming from a person's mouth.

BANNER – a headline in tall, commanding letters, running clear across the top of a newspaper page.

BEAT – another name for a reporter's regular route, in the search for news.

BODY TYPE – the size and style of type used in the main part of a news story, rather than in the headline.

BOLD FACE – especially heavy type used to set off an important part of a story.

BYLINE – the name of the writer or reporter of a story, appearing right after the headline.

CAPS – an abbreviation for something written all in capital letters.

CAPTION – a title or other explanation attached to a newspaper picture.

COMPOSE – a verb signifying the setting of type.

COPY – any manuscript or other material ready to be put into printed form.

COPY READER – a newspaper worker assigned to correct the writing of a reporter. He may also write the headline for a news article.

COVER – to hunt down all the facts for a newspaper story and then write it up.

CUB – a young, inexperienced newspaper reporter.

CUT – a metal reproduction of a photograph or picture, for use in a news story or an advertisement.

CUTLINES – brief copy which accompanies and gives essential information about a newspaper picture.

DATE LINE – a short line at the beginning of a news story that tells when and where the incident covered took place.

DEADLINE – the final time when all copy must be ready for a newspaper edition.

DISPLAY TYPE – larger than body type, used in a headline or in an advertisement.

DUMMY – a rough sketch of a newspaper page, showing where all stories and advertisements are supposed to be located.

EARS – space at the top of the front page of a paper, on either side. Usually these are boxed in to give the weather or to indicate where special features may be found.

EM and PICA - units of measure for type or printed matter.

FEATURE STORY – a rather complete story the chief value of which is other than in immediate news interest.

FILLER – a brief story or a few lines of information used largely for the purpose of filling space.

FONT – a complete collection of one particular size and style of type.

FOURTH ESTATE – an old phrase originated by British statesman Edmund Burke back in the 18th century. Burke, making a speech in Parliament, is said to have pointed to the reporters' gallery and said: "There are three estates in Parliament, but yonder sits the fourth estate, most important of any of them." Burke's first three estates were the clergy, the nobles and the commons. But with his speech, journalists came to be looked upon as the Fourth Estate.

GALLEY – a long, oblong tray for holding set type.

GALLEY PROOF – a paper proof of a galley of type, before it is made up into pages.

JUMP STORIES – (sometimes classed as "break stories") – news articles started on the front page and continued on an inside or the back page.

KILL – to take out copy or type not to be printed, or to squash a whole story.

LEAD – the first paragraph of a news story; one which summarizes the chief news to follow.

LIBEL – to misrepresent damagingly a person or institution.

LINOTYPE – a kind of typesetting machine, with a keyboard, which casts solid lines of metal type.

MAKE-UP – the layout or arrangement of a newspaper page or part of a page.

MASTHEAD – a statement printed (usually on the editorial page of a paper) giving the name of the paper, owner and chief members of the staff.

MAT or MATRIX – papier-mache on which has been made an impression of a cut or of type, for the purpose of making a printing plate.

MICROFILM – the making of small reproductions of newspaper pages, particularly for storage for library use.

MORGUE – a file of newspaper stories, pictures, etc. for possible later use if and when the events covered should be important again.

PASTE-UP – a completed newspaper page which is to be photographed to produce the paper by offset printing process.

PERSONALITY SHORT – a brief collection of essential facts about one particular person.

PICA – a measure used by printers, in connection with type, and equal to one-sixth of an inch.

POINT – another printer's measure of type size. There are 72 such "points" to an inch. Ordinarily, the body of a news story is set in 8-point type; a headline in a much larger size.

PROOF – a sample of a newly-set page of a newspaper through which type, pictures, etc. may be checked for possible errors before printing starts.

PROOFREADER – a person on a newspaper staff who reads proofs for possible errors.

PROOFREADER'S MARKS – a set of symbols widely used by proofreaders to indicate where corrections in copy are necessary.

PUBLICITY – news releases that plug directly or indirectly, certain companies, products or organizations.

RELEASE DATE – a specified time when a given item of news may first be printed in a newspaper.

REPORTER – a person who gathers news for a newspaper, and who is also usually responsible for writing it up for the paper.

REPRO PROOF – a high quality proof on white paper of an article for a newspaper, usually good enough for direct photograph for an offset produced paper.

REVIEW – a feature article on a play or musical performance, or describing a book that has just been published.

RE-WRITE MAN – a newspaper employee who takes a reporter's account of an event over the telephone and writes it up for the paper.

SCOOP – a slang expression, used to indicate a story which one newspaper or TV station receives and publicizes before its competitors.

SET – type which is already arranged into words and lines.

SIDEBAR – a secondary story giving additional sidelights on a major story already published.

SLANT – to write news intentionally in a manner to favor one side, belief or result.

SPOT NEWS – unexpected news, which must be rushed into print almost immediately.

SPREAD – a headline which extends across several columns or even a whole page.

STANDARD NEWS LEAD – a lead paragraph of a news story which gives the important facts in simple, direct language.

STEREOTYPE – a process of making metal plates to use in printing newspapers, by taking a mold of composed type, or the like, in papier-mache and then taking from this mold a cast (plate) in type metal.

STET – a proofreader's direction meaning to restore crossed-out words or letters.

STORY – any newspaper article written about a news event.

STYLE BOOK – a set of rules for punctuation and other matters of written style that are standard for any given newspaper or other publication.

SUBHEAD – a smaller headline in the middle of a news article, usually for the purpose of breaking up the monotony of solid type.

SYNDICATE – a company that buys feature stories or regular columns from writers and sells these to a number of newspapers for simultaneous publication.

TABLOID – a small newspaper with five columns to the page instead of the traditional eight columns.

TEAR SHEET – a single page or part page torn from a newspaper and sent to an advertiser to prove that his advertisement has actually been printed in correct form.

TELETYPE -- a machine similar to a typewriter on which an operator at one newspaper can transmit news to other papers in other cities.

TIE-IN-ADS – a group of advertisements built around and used in connection with a specific news item; such as a school event or the construction of a new office building.

TIP – a suggestion for a possible news story.

TOWN REPRESENTATIVE – a news gathering person representing a newspaper in an outlying community.

TYPE FACE – various sizes of type, all belonging to the same general design.

TYPO – an error in the set-up of copy for a newspaper article.

UNIFAX – the trade name for a UPI machine which automatically receives photographs by wire.

UPI – abbreviation for United Press International.

WIRE NEWS – a general term for news received by telephone, telegraph or teletype, usually from one of the press associations.

WIREPHOTO – name for an Associated Press machine which can both send and receive photographs by wire.

WOODEN HEADLINE – an unimaginative headline that does little more than label a news item.

"30" – a symbol for the end of some newspaper copy.

STUDENT TEST ON THE NEWSPAPER GLOSSARY

Note: a test here may be constructed very simply in one of two ways. Either give your students the terms indicated and ask them for definitions, or give them the definitions and have them supply the original terms.

(From: The Newspaper Comes to the Classroom, Stephen Lowell, J. Weston Walch, Portland, ME. 1973)

ANSWER KEY

WORD ANALYSIS SKILLS

Structural Analysis

Identification of roots, prefixes and suffixes

Roots

1.

2. custom
6. peace
7. rite
9. work
11. honor

2.

2. strength
3. process
4. parent
5. settle
6. nation
7. nine
8. poet
9. puncture
10. origin
11. equal
12. friend

Prefixes

1. pre
2. ab
3. anit
4. con
5. pre
6. un
7. im
8. dis
9. cir
10. ex
11. trans
12. re
13. de
14. pro

Suffixes

1. al
2. ate
3. ic
4. ment
5. ism
6. y
7. al
8. ity
9. ancd
10. ous
11. ful
12. ion
13. al
14. ive

Prefixes and Suffixes

1.	dis	able	8.	un	ate
2.	ex	ion	9.	pro	ive
3.	per	ive	10.	de	able
4.	im	al	11.	inter	al
5.	re	ion	12.	in	tion
6.	im	ion	13.	con	ion
7.	un	al	14.	uni	ity

WORD ANALYSIS (Contin.)

Structural Analysis (contin.)

Identification of compound words

1.

coast	line	slave	holder
main	land	vine	yard
crafts	man	water	front

2.

battlefield
overseer
worldwide
safeguard
outstanding
background
newcomer
household
landowner

Syllabication

1.

1.	2	1	1	
2.	3	2	2	
3.	2	2	2	
4.	2	2	2	
5.	4	3	3	
6.	2	2	2	
7.	1	1	1	
8.	1	1	1	
9.	4	3	3	(I-tal-yan)
10.	3	3	3	
11.	5	4	4	

2. Individual student or group responses

3.

e	ven		
im	mi	grant	
swal	low		
plen	ty		
di	rec	tions	
dif	fer	ing	
i	de	as	
in	de	pen	dent
to	day		
la	bor	ers	
speed	ing		
cul	ture		

WORD MEANING Contin.
Context Clues

Paragraph 1
1. Boat made from a hollowed-out tree trunk
2. Klongs
3. Sampans

Paragraph 2
1. Sport
2. Gamecock
3. Claw
4. Fiercely

Structural Analysis (Prefixes and Suffixes)

1. misbehave
2. subhuman
3. unknown
4. superhuman
5. prepaid
6. unwelcome
7. antisocial
8. premeditate

1. state of being equal
2. full of grace
3. like the Orient
4. state of emigrating
5. of history
6. person who inhabits
7. state of being a colony
8. capable of being liked

WORD MEANING (Contin.)

Structural Analysis (contin.)

Interpretation from roots

1.

1. tooth powder
2. far light (a lens which photographs distant objects)
3. handle skillfully
4. writing forth (rejecting, banning)
5. turned away

2.

1. pedometer
2. portfolio
3. germicide
4. transmit
5. mortuary

Word Origins

1. b
2. c
3. a
4. d
5. a
6. d

Synonyms, Antonyms, Homonyms

1.

alien	foreign
prominent	notable
impasse	deadlock
segregate	isolate

2.

harsh, strict, stern

3.

1. well-known, famous
2. hid

4.

1. heard
2. principle - principal

5.

1. opposed

6.

ally	friend	enemy
seize	take hold	release
liberation	freedom	enslavement

7.

1. A S N
2. A S N
3. S H S
4. A S H
5. S A N

WORD MEANING (Contin.)

Multiple Word Meanings

1.

1. c
2. b
3. c
4. a
5. c
6. a
7. b
8. a
9. a
10. c

2. (suggested responses)

1. He was the butt of all the jokes.
   He smoked his cigarette down to the butt.
2. The wind was icy cold.
   Her manner was cold.

COMPREHENSION SKILLS

Sentence Meaning

1. The Takla Makan Desert
2. Ferdinand Magellan
3. Converted to Christianity and made Eastern Orthodox Christianity the state religion of all Russian principalities.
4. People of Germany, Greece, Italy, England and other countries

Classification

Arrangement of related words and phrases into groups

1.

a. London - Countries
b. Moscow - United States Cities
c. Leather - Ethnic foods

Arrangement of ideas into main and subtopics

I. Famous Women	II. Famous Men
A. Betsy Ross	A. Martin L. King
B. Clara Barton	B. Winston Churchill
C. Sojourner Truth	C. Crispus Attucks
D. Indira Ghandi	D. Alfred Nobel
E. Elizabeth Freeman	C. Adolph Hitler

Identification of major topics of lists of related items

I. Women in Sports	II. Men in Sports
A. Billy J. King	A. Jesse Owens
B. Chris Evert	B. Glen Cunningham
C. Martina Navritalove	C. Valerie Brumel
D. Evonne Goolagong-Cawley	D. Bill Rodgers

COMPREHENSION SKILLS (Contin.)

Reading for the Topic

1.

1.	2.
2.	3.
3.	1.

Reading for the Topic Sentence

1. first sentence
2. last sentence
3. first and last sentences
4. fifth sentence (middle)

Reading to Detect Major Patterns of Paragraph Organization

1. Simple listing
2. Cause and Effect
3. Comparison/Contrast
4. Time Order
5. Climax

Reading to Find Signals

Time Order - 1608, few years later, 1870's, 1920
Comparison/Contrast - while, however
Cause/Effect - caused (mostly implied signals here)
Simple listing - reasons (plural word signal for topic), numerals in parentheses, and
Climax - greatest

Reading for the Main Idea

Examples

1.	2	2.	1	3.	2

Teaching Activity

1.	2	2.	2	3.	3

Reading for Details

1. With Pueblo Indians
   With nearby Hopi Villages
   Dies and finished jewelry to Zuni
   With Utes

2. Some slaves became expert in care of animals
   Went with masters to see horseracing and cockfighting
   Some slaves became jockeys

Reading for Details (Contin.)

3. Community work, i. e., day care center
   Exerted pressure and won passage of reform laws
   Industry depended on their labor

4. Many important discoveries have been made by accident
   penicillin bacteria synthetic dye satellites of Jupiter
   telescope

5. Sentences 4 and 8

Reading to Draw Conclusions

X	X	0
0	X	X
X	X	0

Reading to Draw Inferences

1. Inference from Pictures
   2. and 3. any reasonable answer

2. Inference from Word Connotation

   1. a
   2. a
   3. b
   4. a
   5. a
   6. b
   7. b
   8. a

3. Inferring Time and Place

   1. c
   2. a

4. Inference from Conversation
   (possible responses)

   2. Gloria: "I'm fine. How are Don and his family?"
      Gloria: "How is Don doing?"
      Gloria: "How was the trip out to Doris'?"
   3. Kate is about to be robbed

5. Inference from Action

   1. hoeing cotton
   2. suffering from sunstroke

Reading to Draw Inferences (Contin.)

6. Inferring Motives and Feelings

1. deciding on his goals and the steps he had to take to accomplish them.
2.
3.
4. Rafe liked school and did fairly but found it difficult to study at home. He knew he could do better.
5. Billy was on drugs
6. His biggest ambition was to get out of the ghetto.

Reading to Distinguish between Fact and Opinion

1. Fact (The passage mentioned specific dates and awards.)
2. Opinion (The passage used such phrases as "some people believe" and "it is thought."
3. Fact (The passage cites historical events.)

ORGANIZATIONAL SKILLS

Outlining

I. Reasons Chinese peasants developed Karate
   A. suffered under tyrannical lords
   B. not allowed weapons

II. How to become a Karate expert today
   A. learn a wide range of bodily movements
      1. kicks
      2. hand and finger thrusts
      3. throws
   B. strict physical and mental discipline

III. Reasons for Karate's popularity in the 1970's
   A. increased interest in physical fitness
   B. "Kung Fu's" T.V. series
   C. Movies
      1. Cleopatra Jones
      2. China Doll
      3. Five Fingers of Death
      4. Life of Bruce Lee

Summarizing

Wireless telegraph, invention of Guglielmo Marconi in 1902, most thrilling method, sending message, up to that time, how exciting it was when a sinking ship sent out its first SOS message to two other ships many miles away, dashed to the rescue.

The wireless telegraph, an invention of Guglielmo Marconi in 1902, was the most thrilling method of sending a message up to that time. It was exciting when a sinking ship sent out its first SOS message to two other ships many miles away and they dashed to the rescue.

RATE OF READING SKILLS

1. Maria Tallchief
2. Osage
3. One of world's finest ballerinas
4. 1925
5. Oklahoma
6. Micmac Indian couple
7. Cree
8. Composer and Folk Singer
9. 1963
10. Canada
11. Wilma Victor
12. Choctaw
13. Authority in the field of American Indian Affairs
14. 1941
15. Oklahoma and Mississippi

STUDY SKILLS
Following Directions

1. Fill large pan with water; add salt
2. After water boils
3. 10 minutes
4. Peel, cut in half
5. Toss with a large fork and spoon until well mixed

Location of Information

Dictionary

4. b t j
   o w y

5. b g v h q

6. action	fagot	pensive
azure	gem	render
bastion	haste	semblance
chasm	hydrated	tacit
choir	lug	waif
dearth	nasal	zenith
7. additive	dais	hazard
alternative	design	hearse
fend	wane	mercator
fixate	wheeze	monastery
flaccid	woeful	myopic
8. muster	gob	meander
mute	goiter	meliorate
9. ago	aim	
ahead	after	
10. birch p.141	bipod p.141	birth p.142
binge p. 140	bisque p.142	binocular p.140
11. lonely y	promiscuous	part
operate	haughty	intensify

12. car
    ate
    crass

13. Depends on dictionary used
14. Depends on dictionary used
15. Oral exercise

Reading Charts and Graphs

1. to show differences in opinion about integtation in the years 1963 and 1970
2. 6
3. 1970
4. under 25
5. $7500-$14,999
6. Professional, manager, clericsl, sales

Map Reading

1. see map
2. Europe
3. Atlantic Ocean

REAL LIFE READING SKILLS

1. b
2. local employment office or nearest State Civil Service Commission office
3. c
4. b
5. c
6. a
7. b
8. a

HERITAGE LIST OF SERVICE WORDS

Word Frequency

- English has a distinctive word frequency distribution.
- 10% of all the words written and printed in books, magazines and newspapers for children and for adults are: the and of.
- 20% of all words which are written and read are:

the, of, and, to, a, and in.

Basis for Heritage Listing

- The Heritage Dictionary used a computer to find the separate word forms and their frequencies in over a million running words selected from the most technical adult material in all fields.
- The Heritage Dictionary used a computer to find the relative frequency of 86, 761 words in 5,088,721 running words carefully selected from 1,045 textbooks most commonly used in grades 3-9.

Pupil Use

- Knowledge of the most frequently used and common words will allow a student to read any data with increased accuracy.
- The attached lists give the words ranked for frequency by each 5 percentage points through 75% as listed in the Heritage list.
- One could use mastery of each subdivision as a "celebration point" in reading and in spelling achievement.
- A pupil might circle known words in a newspaper article, counting them and receiving a note of "celebration" for the family.

HERITAGE LIST OF SERVICE WORDS

the
of
and
a
to
in
is
you
that
it
he
for
was
on
are
as
with
his
they
at
be
this
from
I
have
or
by
one
had
not
but
what
all
were
when
we
there
can
an
your
which
their
said
if
do
will
each
about
how
up
out
ever
paper
hard
near
sentence
better

10%

20%

30%

35%

40%

them
then
she
many
some
so
these
would
other
into
has
more
her
two
like
him
see
time
could
no
make
than
first
been
its
who
now
people
my
made
over
did
down
only
way
find
use
may
water
long
little
very
after
words
called
just
where
most
know
get
through
trees
I'm
body
upon
family
later

45%

back
much
before
go
good
new
write
our
used
me
man
too
any
day
same
right
look
think
also
around
another
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50%

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name
should
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home
big
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55%

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children
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once
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hand
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year
mother
light
parts
country
father
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second
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others
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means
knew
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ways
thing
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several
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play
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60%

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cannot
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Tom
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spring
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quickly
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tried
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looks
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you're
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free
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natural
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65%

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already
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summer
understand
moon
animal
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walk
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largest
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nor
period
finished
blood
rich
team
waves
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wood
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women
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hope
song
engine
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France
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evening
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ring
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rocks
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King
reach
lot
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soft
interesting
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cool
laughed
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stand
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New York
yellow
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pair
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sand
tail
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difficult
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walls
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showed
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Paul
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shoes
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led
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greater
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New
brother
addition
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dead
weight
thin
stone
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wife
contains
row
contain
objects
fit
students
turns
clouds
equal
War
value
yard
Americans
beat
inch
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sugar
key
product
desert
bank
farther
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wire
rose
cotton
moves
spots
rope
rules
fear

woods
Henry
chance
homes
thick
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pretty
12
train
sets
fresh
faster
Washington
drive
lead
break
sit
bought
hundreds
radio
method
gets
king
similar
return
corn
decide
shore
throughout
compare
Sam
dollars

weeks
teeth
quiet
ancient
Jack
stick
afternoon
silver
nose
century
saying
therefore
flying
level
you'll
death
hole
coast
directions
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sharp
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capital
Old
fill
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20
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adding
ears
soldiers
type
attention
shouted
gas
World
actually
kitchen
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pick
scale
basic
West
President
Uncle
Johnny
happen

75%

SAN DIEGO QUICK ASSESSMENT TEST

(LaPray Margaret and Ramon Ross, "The Graded Word List: Quick Gauge of Reading Ability" Journal of Reading, January 1969, pp. 305-307)

To gain an instant screening of a student's instructional level, graded word lists such as the San Diego Quick Assessment Test are helpful. The The word list is composed of words randomly drawn from basal reader glossaries and from the Thorndike list.

This test is most effective with junior and senior high students as well as adults.

Two purposes are served by the test: (1) determining instructional reading level, (2) diagnosing errors in word analysis.

Administering the test:

1. Type each list of ten words on an index card.
2. Begin with a card that is at least two years below the student's grade level assignment.
3. Ask the student to read the words aloud to you. If he misreads any on the list drop to easier lists until he makes no errors. This indicates his base level.
4. Write all incorrect responses or use diacritical marks on your copy of the test. For example,"lovely"might be read and recorded as "lonely.". "Apparatus" might be recorded as "a per a tus".
5. Encourage the student to attempt to read words he does not know so that you can identify the techniques he uses for word identification.
6. Have the student read from increasingly difficult lists until he misses at least three words. This would be his frustration level.

Interpreting the results:

The list in which a student misses no more than one of the ten words is the level at which he can read independently. Two errors indicate his instructional level. Three or more errors identify his frustration level where the reading material is too difficult for him.

Analysis of Errors:

An analysis of a student's errors is useful. Among those which occur with greatest frequency are the following:

ERROR	EXAMPLE
reversal	ton for not
consonant substitution	not for how
consonant clusters	stake for straight
long vowel	cane for can
short vowel	can for cane
prefix	inproved for improved
suffix	improve for improved
miscellaneous	accent, omission of syllable, etc.

Observation of Behavior

Noting the student's posture, facial expression, voice quality, fluency, expressiveness may give clues as to his tenseness, lack of assurance, or frustration while reading.

Caution

Obviously this preliminary test does not explore vocabulary concepts, comprehension of sentence or paragraph structure or retention skills, but it does clarify the extent of word attack and sight word skills which are essential for comprehension.

SAN DIEGO QUICK ASSESSMENT TEST

(WORDS LISTED BY GRADE LEVEL)

Preprimer	Primer	1	2	3
see	you	road	our	city
play	come	live	please	middle
me	not	thank	myself	moment
at	with	when	town	frightened
run	jump	bigger	early	exclaimed
go	help	how	send	several
and	is	always	wide	lonely
look	work	night	believe	drew
can	are	spring	quietly	since
here	this	today	carefully	straight

4	5	6	7
decided	scanty	bridge	amber
served	business	commercial	dominion
amazed	develop	abolish	sundry
silent	considered	trucker	capillary
wrecked	discussed	apparatus	impetuous
improved	behaved	elementary	blight
certainly	splendid	comment	wrest
entered	acquainted	necessity	enumerate
realized	escaped	gallery	daunted
interrupted	grim	relativity	condescend

8	9	10	11
capacious	conscientious	zany	galore
limitation	isolation	jerkin	rotunda
pretext	molecule	nausea	capitalism
intrigue	ritual	gratuitous	prevaricate
delusion	momentous	linear	risible
immaculate	vulnerable	inept	exonerate
ascent	kinship	legality	superannuate
acrid	conservatism	aspen	luxuriate
binocular	jaunty	amnesty	piebald
embankment	inventive	barometer	crunch

Department of Education

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USSR: A COMMENT ABOUT THE MOST BASIC READING SKILLS

The USSR - - What is its significance for the reading teacher? USSR falls in the category of reading skills. Every teacher of reading should think of USSR as the pinnacle of achievement with regard to teaching skillful reading. USSR in this regard has nothing to do with our friendly Union of Soviet Socialist Republic. It is purely coincidental that the initials for this most important paramount of all reading skills are identical with those of the Russian country. In this instance the initials stand for UNiNTERRUPTED SUSTAINED SILENT READING.

USSR pertains to the relativity among reading skills. Basic to the concept is the consideration that silent reading is far more significant than is oral reading. Basic to the concept is the belief that contextual reading is of greater importance than are skills of recognition at the word/letter level. Basic to the concept is that the greatest reading skill to be achieved is that of sustaining silent reading over long stretches of print without interruption and without breaks. USSR cannot be achieved unless the reader has the facility to keep his mind on and flowing with the ideas.

USSR, then, is the skill which signals that the student is able to read by himself and for himself over long spans of print. Each reader must realize that his purpose in the silent reading time is to get as many of the important and significant ideas he can through silent reading. In USSR reading is regarded as a detective-type activity. Specifically this means that the reader is not held accountable for every single idea contained in every single sentence or parts thereof. Specifically, this means that the reader is oriented to search the material for ideas which are of relatively great importance; i. e., ideas of relative importance as contrasted with detail and facts of lesser importance. His task is to search out ideas that matter - - that make a difference.

This requires a radically different orientation to comprehension than that conveyed to the reader by the majority of current textbook programs. Both teacher and reader must understand that reading comprehension is making a series of judgments about the worthwhileness of the ideas - - not remembering and repeating all that has been said.

Developing USSR in the classroom situation requires a very definite and particular set of attitudes on the parts of both the teacher and the reader. Each realizes that doing well means: (1) accomplishing as much silent reading as possible during the reading period; (2) keeping one's mind on the ideas; (3) responding more powerfully to high potency words and sentences; and (4) giving less attention to ideas of lesser importance.

USSR can be taught. Productive reading can be strengthened by helping each reader to realize that success means learning to sustain himself with print for longer stretches of time. 1) Any device the teacher wishes to use to help youngsters to keep track of the amount of silent reading accomplished during the reading period, i. e. through charts or through graphs or through any scheme of time-keeping which will make programs visible. 2) Another approach is for the teacher to sit with groups in the reading circle and supervise or govern their silent reading. Here, the teacher's role is simply to support and assist each youngster as he tries to get as far as he can with his printed material during his time in the reading circle. 3) There is no oral reading around the circle; oral reading is eliminated except for having individual students verify ideas.

The teacher helps with words; she assists in interpreting sentences; but more than anything else, she simply establishes the setting so that maximum amounts of silent reading can be completed by each child. The teacher helps each child to extend his own previous limits through day-to-day practice.

The teacher also builds the climate for USSR by discussing individually:

1. Did you have a good reading period today? Did you read well? Did you get a lot done?

2. Did you read better today than yesterday?

3. Were you able to concentrate today on your silent reading?

4. Did the ideas in the book hold your attention? Did you have the feeling of moving right along with them?

5. Did you have the feeling of wanting to go ahead faster to find out what happened? Were you constantly moving ahead to get to the next good part?

6. Was it hard for you to keep your mind on what you were reading?

7. Were you bothered by others or by outside noises?

8. Could you keep the ideas in your book straight in your mind?

9. Did you get mixed up in any place? Did you have to go back and straighten yourself out?

10. Were there words you did not know? How did you figure them out?

11. What did you do when you got to the good parts? Did you read faster or slower?

12. Were you always counting to see how many pages you had left to go? Were you wondering how long it would take you to finish?

13. Were you kind of hoping that the book would go on - - that it would not really end?

By using questions such as the above, the teacher can develop the understanding in the reader's mind that reading means getting as many big ideas out of print through sustained silent reading as he possible can. The test for sustained silent reading consists basically of observing the youngster. Establishing situations in which sustained silent reading can be accomplished, then checking with the reader on the basic question, "Could you keep your mind on the ideas all the time you were reading?" is the essential test for USSR.

The USSR concept has significant implications for work with youngsters at the lower end of the reading scale. A gross and tragic mistake has been attempting to teach the low group readers through oral reading. The erroneous practice has been trying to get those in our low groups to sound as good while reading orally as do those in upper groups. Then, the theory goes, each will somehow become an independent reader. This approach has not worked and cannot work. Just attempting to reach relatively high degrees of oral reading fluency first is going at skills backwards. Helping a young reader develop power of silent reading is the first priority. Teachers should make the silent reader first, and then the oral reader, not the other way around as we currently are doing. Teachers can make readers first if a premium is placed on doing so; fluency in oral reading will then flow naturally.

Initiating Sustained Silent Reading

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A simple objective of any school's reading program is to develop each child's ability to read silently, and to sustain himself when reading silently without interruption for a relatively long period of time. (This can be observed and stated behaviorally: each child should choose a book and read it silently, without interruption for thirty minutes, or 50 minutes, or more.)

Dr. Lyman C. Hunt, Jr. of the University of Vermont designated such a goal as early as 1970 and introduced the acronym USSR (Uninterrupted Sustained Silent Reading.) The acronym was developed to get attention; we found it got too much attention so we dropped the U and SSR evolved. Initially, the sustaining power was a goal to be reached through months or years of practice. We discovered that the goal can be reached somewhat instantly if SSR is viewed as a complement of a teaching program. It must be considered as part of the reading program, however, not the total program. SSR is the drill of silent reading; it is the practice which we all know to be necessary in learning any skill. SSR requires no special machines or materials other than a timer; it requires no special teacher training or expertise.

To initiate SSR the teacher follows six rules rigidly. The teacher may vary from the rules after the SSR habit has been established. Establishing the habit may take a few days or three of four months if the class is peculiarly reluctant. (We find that varying from these rules when starting may make the program fail.)

1. EACH CHILD MUST READ SILENTLY, or else. He must interrupt no one. The implication of this direction is clearly that "I" as the teacher believe and know that you can read silently so don't pretend that you can't. The or else is as mild or strong as necessary to convince the reluctant reader that reading is the lesser of two evils and to convince all pupils that you are very serious about the business of silent reading.

2. THE TEACHER READS, and permits no interruption of her reading. Preferably she reads adult fare in which she can become engrossed.

3. A TIMER IS USED, an alarm clock or cooking timer, so that no one knows exactly when the time is up. The timer is placed so no one can see it. A wall clock does not work initially; the reluctant readers become clock watchers. If the teacher acts as the timer, pupils will interrupt to ask if time is up. Initially five to ten minutes is enough. When the timer rings the teacher may say, "Good. You sustained yourselves today. Continue reading silently if you wish." Most of the class will choose to continue and they will maintain themselves for twenty to fifty minutes more. The teacher notes their sustaining power and sets timer forward the next day so that it almost reachers the sustained reading time of the first pupil who quit.

4. THERE ARE ABSOLUTELY NO REPORTS OR RECORDS OF ANY KINDS. Pupils do not even keep a list of books they use. Book discussions, writing, and record keeping flow naturally as sustained silent reading becomes a habit, but nothing is required initially or the reluctant readers do not participate.

5. THE CHILD SELECTS HIS OWN MATERIAL, but the teacher has some available if the pupil says he has forgotten. The pupil must select a single book (or magazine or newspaper). No book changing is permitted. For the reluctant reader the teacher may select the book, require what is to be read, and give the child a list of questions to answer for homework. THe next day he will have chosen his own book.

6. BEGIN WITH A LARGE GROUP OF STUDENTS, heterogeneously grouped if possible. SSR works with classes of 90-100. Groups of ten or less sometimes can't get started. With two or three children and the teacher, the children feel free or seem compelled to ask for help and they expect a response.

Every child should learn to read silently and to sustain himself in a book for a reasonably long period of time. Every child can learn this through practice and from adult example. Every child in kindergarten through high school should be required to read silently, without interruption, for thirty minutes a day. He must have sufficient time to teach himself how to read, and he must drill himself until he becomes proficient.

In our press for achievement, the importance of drill in reading has been overlooked. We behave as if we expect children to read freely at home for practice. We behave as if there is so much to teach that school time cannot be wasted on drill, at least not on silent reading drill. (We equate the filling in of blanks with reading.)

We have reports from hundreds of classrooms from all sorts of pupil populations. We have testimonials from kindergarten teachers, machine shop teachers, teachers of mentally retarded, remedial reading teachers with large classes. They report unanimously that SSR works and that it worked almost instantaneously once it was initiated.

Distributed by:

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